



# Four Swannes Primary School Pupil Premium Strategy 2016-17

## INTRODUCTION

The Pupil Premium is allocated to schools with pupils on roll who are known to have been eligible for free school meals (FSM) at any time in the last six years; are children who have been looked after continuously for more than six months; or who are children of service personnel. Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

### School Context

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on roll	190
Total number of pupils eligible for PPG	73
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£96360.00</b>

## PRINCIPLES

The targeted and strategic use of Pupil Premium will support us in achieving our vision to provide a variety of opportunities that facilitate learning and enable children to be the best that they can be. We encourage, support, and motivate every individual child on their learning journey throughout their school life.

In using the Premium at Four Swannes, we will adhere to the following principles:

The teachers and staff of Four Swannes are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet

the needs of all of the pupils so that all make maximum progress and reach their potential.

- Our school welcomes and shares the government's aim of tackling all forms of disadvantage and works tirelessly to ensure inclusion and equal access for all learners.
- We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### **Outcomes for pupils in our school receiving the Pupil Premium Grant: Academic Year 2016 - 2017**

#### **EYFS**

Progress from starting points was good. 100% overall achieved a good level of development, alongside prime areas of learning 100%.

Of whom 9 are PP.

#### **Key Stage One**

Progress in phonics was good. Year 2 results 68.75% passed the test (11 out of 16)

**Year 1 results 92% passed.**

**Year 1 PP phonics test 61% passed.**

KS1 Analysis

Key Stage 1 2017 Teacher Assessments																	
No. in cohort: 117		No. with KS1 Reading grades: 47		No. with KS1 Writing grades: 47		No. with KS1 Maths grades: 47		Data missing - please check									
READING, WRITING AND MATHS																	
Groups	Reading					Writing				Maths			Reading/Writing/Maths				
	Exp/Higher		Higher			Exp/Higher		Higher		Exp/Higher		Higher	Exp/Higher		Higher		
	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	%	
All pupils	117	32	27.4	6	5.1	21	17.9	4	3.4	25	21.4	8	6.8	20	17.1	4	3.4
Non Ever FSM	73	20	27.4	6	8.2	16	21.9	4	5.5	16	21.9	7	9.6	15	20.5	4	5.5
Pupil Premium	44	12	27.3			5	11.4			9	20.5	1	2.3	5	11.4		
Non Pupil Premium	73	20	27.4	6	8.2	16	21.9	4	5.5	16	21.9	7	9.6	15	20.5	4	5.5
Current FSM	32	8	25.0			4	12.5			6	18.8	1	3.1	4	12.5		
Non Current FSM	85	24	28.2	6	7.1	17	20.0	4	4.7	19	22.4	7	8.2	16	18.8	4	4.7

At the end of Key Stage 2:  
% of pupils achieving expected standard.

## KS2 Test Data Analysis 2017

Number in cohort: 25

	Av. Scaled Score			Expected/Higher				Higher				Progress
	School	National	Herts	No.	%	National	Herts	No.	%	National	Herts	
Reading	100.9	104.0	105.3	14	56.0	71.1	75.7	4	16.0	24.2	30.0	-1.6
Writing TA				17	68.0	76.4	79.2	3	12.0	17.8	23.8	-1.4
Maths	99.9	104.1	104.7	13	52.0	74.6	76.6	6	24.0	22.3	26.0	-2.7
GPS	102.8	105.9	106.6	15	60.0	76.8	79.4	8	32.0	30.6	34.2	
R/W/M				11	44.0	60.9	64.9	3	12.0	8.6	12.2	

KS2 Data Analysis 2017																									
No. in cohort: 25		No. with Reading KSt: 19		No. with Writing KSt: 19		No. with Maths KSt: 19																			
Groups	GPS									READING, WRITING AND MATHS										R/W/M					
	Test			Scaled Score	READING		WRITING		MATHS			Scaled Score	Progress	Exp/Higher											
	>=100	>=110	Ave.		TA Expected	Test >=100	Test >=110	Scaled Score	Progress	TA Expected	Test >=100				Test >=110										
No.	No.	%	No.	%	No.	%	Average	No.	%	No.	%	Average	No.	%	No.	%	Average	No.	%						
All pupils	25	15	60.0	8	32.0	102.8	17	68.0	14	56.0	4	16.0	100.9	-1.6	17	68.0	13	52.0	6	24.0	99.9	-2.7	11	44.0	
Boys	9	3	33.3	1	11.1	96.7	5	55.6	3	33.3			94.8	-4.8	5	55.6	3	33.3			96.0	-2.4	2	22.2	
Girls	16	12	75.0	7	43.8	108.3	12	75.0	11	68.8	4	25.0	104.3	0.4	12	75.0	10	62.5	6	37.5	102.1	-2.8	9	56.3	
Pupil Premium	12	7	58.3	3	25.0	101.5	8	66.7	6	50.0	1	8.3	99.7	-2.0	8	66.7	1	8.3	-1.6	7	58.3	5	41.7	2	16.7
Non Pupil Premium	13	8	61.5	5	38.5	104.0	9	69.2	8	61.5	3	23.1	102.0	-0.9	9	69.2	2	15.4	-1.0	10	76.9	8	61.5	4	30.8

## Year 6 Attainment

	% working at EXP				% working at HS			
	R	W	M	RWM	R	W	M	RWM
All	56	68	52	44	16	12	24	
Boys (9)	33	56	33	22	0	0	0	0
Girls (16)	69	75	63	56	25	19	38	19
PPG (12)	50	67	42	42	8	8	17	8
Non PPG (13)	62	69	62	46	23	15	31	15
EAL (10)	40	60	60	40	10	10	20	10

# KS2 Teacher Assessments 2017

Number in cohort:

25

	A/D		Lower		Expected/Higher				Higher	
	No.	%	No.	%	No.	%	National	Herts	No.	%
Reading	0	0.0	7	28.0	17	68.0	79.0	82.8		
Writing	0	0.0	7	28.0	17	68.0	76.4	79.2	3	12.0
Maths	0	0.0	7	28.0	17	68.0	77.2	80.7		
Science	0	0.0	7	28.0	17	68.0	81.5	85.4		
R/W/M					16	64.0				

## Barriers to future Attainment

1. 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>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
<b>C.</b>	Behaviour issues for a small group of pupils KS 2 (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 92% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across KS2 for high	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established, alongside Four Swannes

	attaining pupils eligible for PP.	assessment tracker.
<b>C.</b>	Behavioural issues KS 2 pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92% to 96% in line with 'other' pupils.

**i. Quality of teaching for all**

<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>
<p>A. Improved oral language skills in Reception</p> <p>B. Improved progress for high attaining pupils</p>	<p>Staff training on high quality feedback.</p> <p>Staff training on developing spoken language for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception / ELG</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EYFS Toolkit - Jolly Phonics, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Course selected using evidence of effectiveness</p> <p>. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment)</p> <p>. Lessons from training embedded in school feedback policy.</p>	Deputy Head	Jan 2017

B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observations	English lead	Jan 2017
<b>Total budgeted cost</b>					£29378.00

**i. Targeted support**

<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>
A. Improved oral language skills in reception B. Improved progress for high attaining pupils	Early Language Intervention for children in Reception. – EYFS – Jolly phonics and Wellcomm.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Reception class teachers	Jun 2017

B. Improved progress for high attaining pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. To combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Maths co-ordinator.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator  Maths Co-ordinator	Mar 2017
<b>Total budgeted cost</b>					£31982.00
<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	Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly	Pupil Premium Coordinator	Jan 2017

			together.		
C. Problem behaviour in KS 2 addressed	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Class teachers Inclusion officer SenCo Head teacher Deputy	Jun 2017
<b>Total budgeted cost</b>					£35000.00

## PROVISION

We are committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and maths. The range of provision the Governors will consider making for this group include:

- Providing small group work with a phase leader focussed on overcoming gaps in learning.
- Embed 5 minute box English and Maths intervention
- 60 Second readers
- Circle time / Emotional Literacy / Kelly Bears
- 1-2 or 2:1 support if appropriate
- Intervention in Maths and English
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Extended school provision including booster classes in Numeracy and English in Year Six
- Pupil premium resources may also be used to target able children on FSM to achieve ARE in KS1/2.
- Develop aspiration in target setting and develop whole school assessment tracker to inform planning and teaching sequence
- To adopt the graduated response, assess, plan, do and review and monitor IMPACT.

<b>Nature of support 2016 - 2017</b>
<ul style="list-style-type: none"><li>• Quality first teaching delivered with all lessons observed being good</li><li>• Pupil Premium Leaders work closely with class teachers leading and managing an effective support service including the Attendance Officer and Learning Mentor / Inclusion Officers who support vulnerable children</li><li>• Additional staff providing targeted interventions in all phases</li><li>• lunchtime clubs are run for vulnerable groups of children, or strategies are in place to support pupils with social or emotional needs</li><li>• Additional support in class directed to pupil premium children from teaching assistants</li><li>• Small-group tuition and targeted intervention programmes as appropriate e.g. ELS, Rapid Write, phonics.</li><li>• Art therapy provided for vulnerable children where appropriate</li><li>• Counselling service offered to support emotional needs</li><li>• Attendance Officer supporting attendance and punctuality with a focus on</li></ul>

our vulnerable children

- Support offered to provide vulnerable children with sport kits and school equipment where appropriate
- Support is made available to allow vulnerable children to participate in school visits
- Support is available to enable vulnerable children to participate in peripatetic music lessons
- Purchase of school uniform if appropriate so that children can partake in all aspects of school life

All our work through the Pupil Premium will be aimed at accelerating process, moving children to at least age related expectations. It may also be used to support more able pupils to achieve their full potential.