

National Teaching School  
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Teaching & Leadership

# Pupil Premium Review Self-evaluation Pupil Premium Strategy Statement SWALLOWDALE PRIMARY SCHOOL

## *Swallowdale School's Pupil Premium Profile 2018/19*

<b>Headteacher:</b>	<b>Mrs Philippa Plant</b>
<b>PPR:</b>	<b>Andrea Brown</b>
<b>Date:</b>	<b>August 2018</b>

1. Summary information					
School	Swallowdale Primary School				
Academic Year	2018/19	Total PP budget	£104,500	Date of most recent PP Review	July 2018
Total number of pupils	382	Number of pupils eligible for PP	73	Date for next PP Strategy Review	Dec 2018

2. Current attainment – KS2 SATs Results 2018				
	All Pupils	National All pupils	Pupil Premium Pupils	National PP pupils
% achieving EXS or above in reading, writing & maths - Combined	52%	64%	46%	51%
% achieving EXS or above in reading (or equivalent)	64%	75%	62%	64%
% achieving EXS or above in in writing (or equivalent)	80%	78%	69%	67%
% achieving EXS or above in maths (or equivalent)	60%	76%	54%	64%
Attendance	95.2%		93.8%	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Delayed speech and language skills in F2 (impacting on Y1 phonics and whole school reading)
<b>B.</b>	Delayed reading skills
<b>C.</b>	Low self-esteem and emotional wellbeing having a detrimental effect on progress
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low parental support

<b>4. Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>	<b>RAG</b>	<b>Comments</b>
<b>A.</b>	Improve speech and language skills	<ul style="list-style-type: none"> <li>Improved Y1 phonics attainment.</li> <li>Reduced number of children accessing outside Speech &amp; Language agencies.</li> </ul>		
<b>B.</b>	Improve progress in reading	<ul style="list-style-type: none"> <li>Children make accelerated progress by the end of the year so that all pupil premium children meet age related expectations.</li> <li>Improved fluency (Reading speed test tracker).</li> </ul>		
<b>C.</b>	Raise self-esteem	<ul style="list-style-type: none"> <li>Children able to deal positively with day to day school and home life.</li> <li>Children express higher aspirations during pupil interviews</li> <li>Children make equivalent or better progress than non-PP peers nationally across Reading, Writing and Maths.</li> </ul>		
<b>D.</b>	Improved parental support	<ul style="list-style-type: none"> <li>Higher number of parents supporting children (e.g. homework/reading at home/parents' evenings).</li> <li>Pupil Premium children's attendance improves to be in line with all pupils, narrowing the gap with national attendance data</li> </ul>		

## 5. Planned expenditure

Academic year

£104,500

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?	RAG
A. Improved speech and Language Skills	<ul style="list-style-type: none"> <li>• Introduce Read, Write Inc to F2/Y1 initially with a view to roll out whole school once embedded.</li> <li>• Talk Boost (F2)</li> <li>• Speech &amp; Language intervention</li> <li>• Phonics intervention</li> <li>• Relax Kids</li> <li>• Lunchtime club SS/JW</li> <li>• Phonics after school club</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistencies in teaching due to previously following a mixture of Letters and Sounds and Jolly Phonics</li> <li>• No recent specific phonics training for staff has taken place.</li> <li>• EEF Toolkit shows Phonics teaching has moderate impact on younger learners (KS1).</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics Subject Leader in place who will:               <ul style="list-style-type: none"> <li>○ attend a 2 day RWi course</li> <li>○ lead its implementation across KS1</li> <li>○ deliver the training to F2 support staff</li> <li>○ deliver RWi whole school</li> </ul> </li> <li>• F2 and Y1 staff to attend 1 day RWi training to ensure consistency in teaching.</li> <li>• Observations, TRGs &amp; book scrutiny of F2/Y1 to ensure quality teaching and learning of RWI is implemented.</li> <li>• Use of Target Tracker and Pupil Progress meetings to ascertain progress of children's phonics knowledge.</li> </ul>	KF F2/Y1 Teacher SLT	Oct 2018	

<p>B. Improved progress in reading</p>	<p>Introduce TRG approach (across Key Stage) to improve subject knowledge, pedagogy and share best practice.</p> <p>Alteration of weekly timetable to ensure reading is taught daily.</p> <p>Structured Reading Lessons designed to ensure all reading skills are taught.</p> <p>Read and Question intervention Y3/Y4</p> <p>HLTAs to receive quality training &amp; support.</p> <p>Children to have access to class reading book to raise profile of reading Y4,5,6</p>	<ul style="list-style-type: none"> <li>• Previous TRG approach to maths proved successful to improve subject knowledge and pedagogy.</li> <li>• Previous timetable has not allowed for daily reading teaching sessions.</li> <li>• No specific training has taken place on how to teach children to read.</li> <li>• Previously no support network in place for HLTAs to allow quality team work and CPD opportunities.</li> <li>• HLTAs previously worked within allocated cohort rather than a whole school approach.</li> <li>• Read and Question intervention has previously had a positive impact on reading results 17/18 for Y3/4.</li> <li>• EEF Toolkit highlights how Reading Comprehension strategies impact positively on teaching children techniques for comprehension.</li> <li>• EEF Toolkit identifies TA's as low impact if no support network in place.</li> </ul>	<ul style="list-style-type: none"> <li>• GE to lead and monitor whole school reading progress and attainment.</li> <li>• GE to support TRG leads – AB/GE/SC to ensure consistency of teaching and high expectations within TRG groups.</li> <li>• Learning Walks/ Observations of reading session to ensure best practice from TRGs are embedded.</li> <li>• AB to lead support staff half termly meetings to give opportunities to share best practice and work together.</li> <li>• Give TAs opportunities to observe good practice when teaching reading.</li> <li>• Impact of results of Read and Question Y3/Y4</li> <li>• Use of Target Tracker and Pupil Progress meetings to ascertain progress and attainment of children's reading.</li> </ul>	<p>SLT</p>	<p>Dec 2018</p>	
<p><b>Total budgeted cost</b></p>					<p>Reading Books £1514 HLTA £54,692</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?	RAG
A. Improved speech and Language Skills	<ul style="list-style-type: none"><li>• F2 support staff to be trained on RWI to ensure small group intervention takes place.</li><li>• Ensure Speech &amp; Language Therapy is given priority at class level.</li><li>• Introduce Read, Write Inc as an “After school booster club” and invite parents to attend.</li></ul>	<ul style="list-style-type: none"><li>• Previous inconsistencies of support staff delivery of phonics materials</li><li>• Allocating time in the day proves difficult to ensure intervention takes place.</li><li>• Parents at home don’t really understand how to best support their child – not knowing the accurate sounds.</li></ul>	<ul style="list-style-type: none"><li>• KF to track whole school phonics progress.</li><li>• KF to ensure F2 support staff deliver phonics consistently.</li><li>• SM to monitor impact of Speech &amp; Language Intervention.</li><li>• KF to monitor impact of club through phonics tracker.</li></ul>	KF SM	Dec 2018	

<p>B. Improved progress in reading</p>	<ul style="list-style-type: none"> <li>• Introduce PIXL for targeted intervention</li> <li>• Allocate protected PIXL time</li> <li>• Establish a team for PIXL intervention to ensure quality intervention.</li> <li>• Improve fluency of reading across the school for those below 90 wpm.</li> <li>• Deputy head to lead pupil premium to narrow gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Termly assessments have not previously been analysed sufficiently.</li> <li>• Impact of intervention groups has not previously been monitored.</li> <li>• Intervention has not always been of quality.</li> <li>• Previous intervention time has been lost due to assembly/break duties.</li> <li>• Fluency progress has not previously been tracked.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head to oversee the implementation of PIXL.</li> <li>• AB to track progress and attainment of children involved in maths interventions.</li> <li>• GE to track progress and attainment of children involved in reading interventions.</li> <li>• Ann Littler to lead and monitor the use of PIXL to ensure intervention therapies are prepared and available to teachers.</li> <li>• Use Performance Management to ensure accountability of quality intervention by all staff.</li> <li>• Use of Target Tracker and Pupil Progress meetings to ascertain progress of specific PIXL children.</li> </ul>	<p>AB GE AL SS MJ</p>	<p>Oct 2018</p>	
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C. Raise Self- Esteem	<ul style="list-style-type: none"> <li>• Extra sessions for small groups or individual children to attend RELAX KIDS.</li> <li>• SENCO to work 1:1 or in small groups with identified children.</li> <li>• Offer a “Lunchtime Club” to help raise self-esteem.</li> <li>• Subsidise school trips</li> <li>• Offer after school clubs to pp children (special invite)</li> </ul>	<ul style="list-style-type: none"> <li>• Children displaying mental health issues will benefit from smaller group work first before trying strategies out with peers in whole class RELAX KIDS.</li> <li>• Class teachers need strategies to help with increased mental health issues displayed by children.</li> <li>• SENCO to build a trusting relationship with identified children to help raise attainment.</li> <li>• EEF Toolkit identifies Social and Emotional Learning as having a positive effect on attitude to learning and social relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain feedback from Class teacher on impact of RELAX KIDS on specific children in class.</li> <li>• Tracy Cropper (Relax Kids Lead) to monitor before and after feedback to show impact.</li> <li>• Ensure those children in most need are targeted for support.</li> <li>• Gain feedback from parents of specific children to show impact at home.</li> <li>• Pupil Voice interviews to show an improvement in their self-esteem.</li> <li>• Use of Target Tracker and Pupil Progress meetings to ascertain progress of specific children’s attainment and progress across Reading, Writing and Maths.</li> </ul>	TC SM Teachers	Dec 2018	
<b>Total budgeted cost</b>					PP lead Relax Kids	£12,496 £4000



### iii. 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?	RAG
C. Raise Self- Esteem	<ul style="list-style-type: none"> <li>• Relax Kids: weekly whole class</li> <li>• Chicken Coop/Polytunnel – to give children the responsibility of looking after animals/plants.</li> <li>• Give pupil premium children equal opportunities as non-pupil premium</li> </ul>	<ul style="list-style-type: none"> <li>• Children are unaware of how to deal with unknown situations, raising anxious levels resulting in poor behaviour.</li> <li>• Poor behaviour tends to happen during lunchtimes.</li> <li>• Some children miss out on social/music/sports/trip activities due to cost involved to parents can have a detrimental effect on children’s self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor progress of these children through pupil progress meetings.</li> <li>• Fewer incidents of poor behaviour in school and at home.</li> <li>• Happy Lunchtime questionnaire showing happier children.</li> <li>• Financial help including: Up to 25% off trips/payment towards music or sports tuition/external mental health support</li> </ul>	Tracy (Relax Kids) and staff Sue Smith Joss Wilkinson	Dec 2018	

D. Improved Parental Support	<ul style="list-style-type: none"> <li>• Letter to all parents to ensure they are registered as Pupil Premium.</li> <li>• Parents unable to attend parents' evenings to receive a phone call update from class teacher.</li> <li>• Offer support for parents struggling with own learning or behaviour at home eg Solihull Parenting/123 Magic.</li> <li>• Drop ins for parents at parents' evenings to support subject knowledge in maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Previously parents have not registered as pupil premium and so missed out on the funding.</li> <li>• A small number of parents do not attend parents' evenings so important links are not made and support is not given to their children.</li> <li>• EEF identifies Parental Engagement as having a moderate impact on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of parents attending parents' evenings/open days/events.</li> <li>• Monitor entries in reading diaries.</li> <li>• Monitor homework hand-ins.</li> <li>• SENCO to monitor hard to reach parents to ensure an increase in support.</li> </ul>	Teachers Sam Marriott Andrea Brown	Dec 2018	
<b>Total budgeted cost</b>					SENCO/PFLO      £10,769 Financial Support   £16,200 Chick Coop /Poly    £ 3900	

## 1 Review of expenditure

Previous Academic Year 17/18

Income £91,080

### i. Quality of teaching for all

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)	Cost																								
To ensure each cohort has a HLTA to support Quality First Teaching	Support Staff	<p>Pupil Premium children were identified for intervention.</p> <p>End of Key Stage SATs show we still need to narrow the gap between pupil premium children and non-pupil premium children.</p> <p>KS1 Results:</p> <table border="1"> <thead> <tr> <th></th> <th>All children</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>60%</td> </tr> <tr> <td>Maths</td> <td>90%</td> <td>70%</td> </tr> </tbody> </table> <p>KS2 Results:</p> <table border="1"> <thead> <tr> <th></th> <th>All children</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>64%</td> <td>62%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>69%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>54%</td> </tr> </tbody> </table>		All children	Pupil Premium	Reading	75%	70%	Writing	78%	60%	Maths	90%	70%		All children	Pupil Premium	Reading	64%	62%	Writing	78%	69%	Maths	60%	54%	2018/19 - Focused intervention will take place through PIXL with all staff being accountable for impact of the intervention through performance management.	£79,834
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To ensure all children get the same opportunities as their peers	Reimburse uniform/trips etc	Pupil Premium children were given the same opportunities as their peers.	2018/19 - A limit of 25% off trips/residentials will be available plus payment for sports or outside activities to help raise self-esteem.	£5,346																								
To support the mental health of our children	Relax Kids introduction period	A small scale study showed the positive impact of Relax Kids giving our children strategies to cope with every day life.	This will continue 2018/19.	£450																								
To give children the opportunity to care for livestock raising self esteem	Chicken Coop	Chicken coop was built during 2018 and ready for use October 2018. All children will benefit from this, not just pupil premium children.	This will continue 2018/19.	£5,610																								

## 2 Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

