Swallowdale Primary School

Pupil Premium Review of 2018-2019

1. Summary Information					
School Name	Swallowdale Primary School				
Academic Year	2018-2019	Total PP Budget	£104,500	Date of most recent PP review (if applicable)	September 2019
Total number of pupils	380	Number of pupils eligible for PP	78	Date of next internal review of this strategy	

2. Current attainment and attendance		
	Pupils eligible for PP (18%)	Pupils not eligible for PP: All Pupils
% achieving expected standard or above in reading writing and maths (KS2 SATs)	44%	50%
% achieving expected standard in **reading** at KS1 (SATs results)	71%	80%
% achieving expected standard in **reading** at KS2 (SATS results)	56%	58%
% making expected progress in reading (as measured in school)	59% (Y1-6)	64% (Y1-6)
% making expected progress in writing (as measured in school)	54% (Y1-6)	60% (Y1-6)
% making expected progress in maths (as measured in school)	54% (Y1-6)	67% (Y1-6)
% absences 2018-2019	94%	96%
% persistent absenteeism 2018-2019	17%	5%

3. Review of expenditure for previous year – 2018-2019				
i. Quality of teaching for all				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and weather you will continue this approach)	Cost
• Introducing Read, Write Inc to F2/Y1 initially with a view to	Improvement in speech and language skills by: • Improving Y1 phonics	86.8% of all pupils passed the phonics test June 2019. (National 81.9%). 72% of PP children passed compared to 90% of non-PP	Approach to continue: Yes, but needs to adapt to the needs of the children more and not follow a 'mastery' approach where	2hr per week of LSA time=

roll out whole school once embedded. • Talk Boost (F2) • Speech & Language intervention • Phonics intervention • Relax Kids • Lunchtime club SS/JW • Phonics after school club	attainment • Reducing the number of children accessing outside speech and language agencies.	children. 3 pupils require speech and language therapy as identified by outside agencies. 1 pupil was discharged this year. ✓ Success criteria met.	one size fits all.	£18 (+ on costs).

• Teaching Research Groups implemented across the school. • Introduction of Echo Reading. • Introduction of Class Reading book (each pupil is given one copy of a text read that year).	Improved progress in reading so that: • Children make accelerated progress by the end of the year so that PP chn meet ARE. • There is improved fluency in reading.	Progress July 2018-July 2019 Percentage of pupils at ARE from Target Tracker.					Qualitative data from pupils and staff seem to indicate that Echo Reading is working. KS2 staff have noticed with their new classes that reading standards are higher than at the start of last year. Pupil interviews with SENCo indicate that pupils enjoy Echo Reading and they feel it has improved their reading. **Approach to continue: Yes** Teaching Research Groups have improved the teaching of reading and embedded pedagogy in to lessons. **Approach to continue: No. Teachers now feel confident to move things forward themselves. Learning Walks to continue and more training of new staff.**	No cost

Table from column 3 above:

Year Gp	2018 All	2018 PP	2019 All	2019 PP
Y1 All:53 PP:12	76%	67%	76%	58%
Y2 All:54 PP:8	63%	50%	67%	50%
Y3 All:60 PP:15	57%	53%	67%	67%
Y4 All:52 PP:8	48%	25%	46%	12%
Y5 All: 47 PP: 19	49%	47%	64%	74%
Y6 All:51	43%	25%	59%	63%

Y6: KS1-KS2 Average progress in reading all pupils: -2.77

Reading Speed (over 110wpm)

		Sept	June
Y3	All	17%	45%
	PP	7%	38%
Y4	All	18%	51%
	PP	12%	37%
Y5	All	37%	55%
	PP	33%	61%

✓ Success criteria met for reading fluency.

ii. Targeted Support				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and weather you will continue this approach)	Cost
• F2 support staff to be trained on RWI to ensure small group intervention takes place. • Ensure Speech & Language Therapy is given priority at class level. • Introduce Read, Write Inc as an "After school booster club" and invite parents to attend.	Improvement in speech and language skills by: • Improving Y1 phonics attainment • Reducing the number of children accessing outside speech and language agencies.	Yes. See above.	More targeted support for individuals needs to happen. Talk Boost Language Programme to continue in FS and be rolled out to Year 1.	
• Introduce PIXL for targeted intervention	Improved progress in reading so that:	Y5 and 6 were successful in improving progress in reading as evidenced by the	More emphasis on independent reading and reading for pleasure needs to be	

Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and weather you will continue this approach)	Cost
- Allocate protected PIXL time - Establish a team for PIXL intervention to ensure quality intervention. - Improve fluency of reading across the school for those below 90 wpm. - Deputy head to lead pupil premium to narrow gaps - Phonics Intervention - Phonics Club after school for targeted pupils.	- Children make accelerated progress by the end of the year so that PP chn meet ARE. - There is improved fluency in reading.	reading speed records and the progress data from Target Tracker. Targeted interventions were delivered consistently to these year groups, but that intervention was not always PiXL. Y3/4 didn't have consistent interventions. Data shows more PP pupils became 'fluent' readers over the year.	implemented next year. Y3/4 interventions need to be consistent and measurable. Entry and exit information needs collecting for pupils undertaking specific interventions.	

iii. Other approaches

Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and weather you will continue this approach)	Cost
- Extra sessions for small groups or individual children to attend RELAX KIDS. - SENCO to work 1:1 or in small groups with identified children. - Offer a "Lunchtime Club" to help raise self-esteem. - Subsidise school trips - Offer after school clubs to pp children (special invite)	Raise self-esteem so that: - Children able to deal positively with day to day school and home life. - Children express higher aspirations during pupil interviews - Children make equivalent or better progress than non-PP peers nationally across Reading, Writing and Maths.	Qualitative data such as information from parents, and feedback from teachers about the pupils who attended the Relax Kids sessions for 1:1 and groups of children was very positive. All the people I spoke to agreed that their pupil/child had benefitted. A Case Study of 1 PP pupil (LS) indicated positive results. Attendance of PP pupils increased over the year and persistent absence of PP pupils decreased for 24% to 17%.	- Use the SDQ on entry and exit. - Formalise a pupil interview/parent/teacher questionnaire to be completed on entry and exit.	

• Letter to all parents to ensure they are registered as Pupil Premium. • Parents unable to attend parents' evenings to receive a phone call update from class teacher. • Offer support for parents struggling with own learning or behaviour at home eg Solihull Parenting/123 Magic. • Drop ins for parents at parents' evenings to support subject knowledge in maths.	Improved parental support so that: • Higher number of parents supporting children (e.g. homework/reading at home/parents' evenings). • Pupil Premium children's attendance improves to be in line with all pupils, narrowing the gap with national attendance data	Attendance of PP pupils increased over the year and persistent absence of PP pupils decreased for 24% to 17%. Solihull Parenting was successful. The attendance of all pupils whose parents were involved has greatly improved. Case studies of two pupils (Y3 and FS) show an improvement in attitude of parents towards school and the positive impact this has had.	A gentle, caring but consistent approach to parents has been the key to success here. Where Social Care has had to become involved, school needs to fully support the parent to make the right choices and sustain them. If school isn't supportive, home circumstances can revert back to being unsatisfactory again without the consistent support from school.	