

Swallowdale Primary School

Pupil Premium Action Plan 2019-2020

1. Summary Information					
School Name	Swallowdale Primary School				
Academic Year	2019-2020	Total PP Budget	£92400	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	December 2019

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%
% 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. Barriers to future attainment (For PP pupils only)	
Academic Barriers (Issues to be addressed in school)	
A.	Pupils in FS and Year 1 have poor pronunciation of speech sounds, poor knowledge of words and grammar which affects their ability to communicate, read and write coherently.
B.	The development of the skills needed for decoding and comprehending in reading is delayed.

C.	Some pupils display low self-esteem and poor mental health and well-being.
Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)	
D.	Persistent absence of PP pupils remains high and well above that of non PP pupils.
E.	Low parental support for PP pupils.

4. Intended outcomes (specific outcomes and how they will be measured)		Success Criteria
A.	Improved language skills seen in FS and KS1 PP pupils	A reduction in the number of PP pupils needing speech and language therapy from outside agencies. 80-85% of PP pupils identified with speech and language difficulties meet GLD for Speaking and pass the Y1 phonics test.
B.	Improved progress in reading.	The percentage of PP children attaining ARE at the end of Key Stage 1 and 2 will have improved by 15% from 45% to 60%.
C.	Improved mental health and well-being of pupils.	Pre and post assessments and observations will show an improvement in self-reported well-being. Parent and pupil views will indicate an improvement.
D.	Persistent absence of PP pupils will decrease.	Persistent absence will continue to decrease from 17% to 8% by the end of the Summer Term 2020.
E.	Improved parental engagement.	90% of PP parents to attend parents evening. 75% of parents continue to work with their child on the targets set for them at parents evening.

5. Planned expenditure

The three headings enable you to demonstrate how you are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all PP pupils.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/cost	When will you review the implementation?
<p>B: Improved progress in reading.</p>	<p>Ensure that there is a core offer for PP pupils in place (such as reading 3 x week).</p> <p>Support in Whole Class Reading time by HLTA</p> <p>Ensure there are enough core reading books to allow pupils to ‘put the miles in’.</p> <p>Ensure that in Year 1 there are enough Read Write Inc books to send home to parents. (£280)</p> <p>Continue to monitor the implementation of Whole Class Reading and explicit reading lessons with staff, especially those new to school.</p>	<p>Y6 SATs results indicate that all pupils need to read more and develop a love of reading.</p> <p>Ofsted reported that less than half of disadvantaged pupils attained the expected level in reading, writing and maths.</p> <p>Knowledge of language appeared to be the main barrier to achieving ARE.</p> <p>Fluency and reading speed needs to improve by encouraging pupils to read, read, read.</p>	<p>Gaps are closing as indicated by reading data such as Target Tracker, reading speed checks, pupil interviews about reading.</p> <p>Ongoing review of actions through pupil progress meetings.</p> <p>Lesson drop in and learning walk to provide feedback and support for CTs and LSA/HLTAs where appropriate.</p>	<p>GE</p> <p>HLTA time: £13,274</p> <p>Books: £280</p>	<p>Pupil progress meetings 3 x year.</p>
<p>C. Improved mental health and well-being of pupils.</p>	<p>Relax Kids for all classes in KS2. (1 hour for 6 weeks).</p> <p>Mental Health and Wellbeing</p>	<p>Adults in school have identified that Y4 and 5 are particularly vulnerable regarding friendships,</p>	<p>Pupil interviews and questionnaires indicate an improvement in attitude and well-being.</p>	<p>SM</p> <p>Relax Kids £900</p>	<p>July 2020</p>

	lessons for Years 4 and 5	lifestyle choices. School has identified that an increasing number of parents are coming to us to discuss anxiety in their children. EEF reports that Meta-cognition and self-regulation provide high impact for low cost.		Wellbeing Lessons: £12.131.50	
D. Persistent absence of PP pupils will decrease.	Meet and Greet for all pupils at the beginning of the morning on the playground.	Research (Paul Dix) shows that meeting and greeting a pupil can improve their attendance.	Decrease in % of noted absence for PP pupils and persistent absence pupils.	SM	December, April and July 2020
E. Improved parental engagement.	Letter to all parents to ensure they are registered as PP. Parents unable to attend parents' evening to receive a phone call update from class teacher. Information at parents' evening about ELSA, mental health and wellbeing support, the importance of attendance and encouraging reading. Ensure that in Year 1 there are enough Read Write Inc books to send home to parents.	EEF identifies parental engagement as having a moderate impact on learning for moderate cost.	Increase in % of PP parents attending parents' evening.		July 2020

Total Budgeted Cost					£26,585
Targeted support for PP pupils.					
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 the implementation?
A. Improved language skills seen in FS and KS1 PP pupils	LSA trained to deliver bespoke speech and language programme 1:1 for targeted pupils. Y1 and FS LSA to deliver Talk Boost language programme to small groups of PP children.	The Communication Trust: 'There is a substantial amount of evidence linking SLCN with other areas of difficulty. We know that SLCN have difficulties across many areas of their lives.' EEF indicates that oral language interventions offer moderate impact for low cost.	Speech and language support plans show progress towards targets. Case studies of children taking part in both programmes. There will be progress from baseline assessments made using The Communication Trust age-appropriate expectations.	SM: SENCo JW (LSA) to deliver training. Top up training available in Feb if necessary £50 with FWTSa.	July 2020
B. Improved progress in reading.	Small group quality intervention for PP such as daily phonics sessions using Precision Teaching for children retaking phonics screening in Y2 and Read and Question intervention for KS2. Harriet (PP teacher) to work in Y5/6 on feedback to PP pupils and the delivery of small group reading interventions. Upskill the LSAs to deliver the	To ensure more PP children are working at ARE in reading. To support the improvement of spelling in both Key Stages. EEF identified feedback as high impact and low cost.	Close monitoring of phonics data for Y1 and Y2. Pupil progress data shows gaps are closing and pupils are making progress. Read and Question tracking data Reading speed tracking data.	GE/SM HLTA: £26,881 HK (CT) 2 days each week £18,062	Pupil progress meetings 3 x year.

	programmes effectively.				
C. Improved mental health and well-being of pupils.	<p>1:1 Sessions of Relaxed Kids intervention.</p> <p>ELSA x 1 to train and work with identified vulnerable pupils for 2 afternoons each week.</p> <p>Well-being Counsellor employed 1:1 for specific pupils.</p> <p>Lunch Time club for vulnerable pupils.</p>	<p>School has identified that many PP pupils exhibit barriers to learning because their emotional resilience is poor.</p> <p>Confidence, self-esteem and behaviour can also be affected by their poor mental health and well-being.</p>	<p>Use a matrix grid to plot the correlation between well-being and attainment/achievement.</p> <p>Staff, parent and pupil feedback.</p> <p>Less behaviour incidents recorded.</p> <p>Case studies to show impact of interventions.</p> <p>GL PASS assessment used (Pupil Attitude to Self and School).</p>	<p>SM</p> <p>ELSA training: £600</p> <p>Time to Talk Counselling £1000</p> <p>Lunchtime Club (Lunctime supervisor pay) £3280</p>	July 2020
Total Budgeted Cost					£49,873
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 the implementation?
C. Improved mental health and well-being of pupils.	<p>Breakfast provided for pupils in need.</p> <p>Supplementing the cost of school trips by reducing the total cost by 25%.</p> <p>Providing PE kit where necessary.</p>	<p>Maslow's hierarchy of needs – hunger impairs ability to concentrate and learn.</p> <p>To ensure that PP pupils have the same opportunities and experiences that non PP pupils have.</p>	<p>Pupil interviews and questionnaires indicate an improvement in attitude and well-being.</p>	<p>SM</p> <p>£100 breakfast</p> <p>Trips: £4300</p> <p>PE Kit: £100</p>	July 2020

	Music Lessons			Music Lessons: £1389.20	
D. Persistent absence of PP pupils will decrease.	<p>Inform parents when attendance of pupils is below 92% to prevent it falling to below 90%.</p> <p>Promote prompt and regular communication with parents of those pupils whose absence falls between 92 -90% to ensure it improves.</p> <p>Ensure that parents of persistent absence pupils are met with in a supportive manner to work together on an action plan which will be reviewed every 6 weeks.</p> <p>Promote prompt and regular communication with parents to celebrate improvements in attendance.</p>	<p>Ofsted highlighted that persistent absence of PP pupils is higher than it should be and although decreasing, should be much lower. It is currently at 17% (down from 24%) but needs to be 8%, in line with persistent absence for all pupils.</p> <p>DfE information states that there is a direct correlation between attendance and attainment.</p>	Attendance data.	SM: SENCo Education Welfare Officer	December, April and July 2020
D. Persistent absence of PP pupils will decrease.	Financial support for PP pupils to attend breakfast club.	Some pupils struggle to get to school on time and so don't come at all or the taxi comes too late.	Attendance data and record of pupils late.	SM	July 2020
E. More PP pupils will achieve ARE for maths	Skilled maths teacher to work with a targeted group of pupils.	To ensure more PP pupils achieve ARE in the Y6 SATs assessments.	Monitor progress through summative assessments.	GE £10039.60	July 2020
F. Improved parental engagement.	Solihull Parenting course to be offered to targeted parents. (This is a long term commitment of ten	The EEF suggests that developing parental involvement can benefit	Questionnaires from parents and pupils at the beginning and	SM	July 2020

	<p>weeks).</p> <p>Parent twilight – ‘Understanding your child’s behaviour’.</p> <p>Drop in session every half term for supporting parents with issues relating to their children.</p> <p>Opening the Reading Bus.</p> <p>Reading meetings with parents.</p>	<p>pupils’ social and emotional development as well as their academic progress.</p>	<p>end of the course.</p>			
					Total Budgeted Cost	£15.928
						£92,386

6. Additional detail

SDP for 2019-2020 includes additional actions to be taken this year:

- Develop a core offer for all PP children to ensure they are being supported in their education. Staff to have input into this by using staff meeting time to consider strategies to support the more vulnerable.
- Establish clear lines of responsibility to middle and senior leaders for PP children.

