

School Information Summary

Mary Swanwick Primary School's Pupil Premium Profile 2016 - 2017	
Total number of pupils in the school	252
Number of PP-eligible pupils:	40% (76)
Amount per pupil:	Ever 6 FSM (76) £100,320 Looked after child (3) £5,700 Forces children (1) £300
Total pupil premium budget:	£106,320

Date of review: Summer 2017

Reviewer: P Hickey (Exec Head)

Evidence of school performance

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:

“The progress of pupils known to be entitled to receive pupil premium support is good. These pupils achieve as well as the other pupils in school; as a result there is no attainment gap.”
“Pupil premium funding is invested in providing small group tuition and in measures to improve attendance. A new teacher has been employed specifically to help pupils make faster progress. As a result of actions taken so far, the pupils known to be entitled to receive support have made very good progress and there is no gap between their achievement and that of other pupils.”

Summary of school's performance data:
 Does the school's performance data indicate that **attainment** and **progress** for disadvantaged pupils are improving, and that **gaps** are closing, both within the school and compared to the national average?

Last year	Progress from KS1 – KS2		At age expected (2016)		At age expected (2016)
Disadvantaged pupils reading progress	8.56	Disadvantaged reading attainment	73	Disadvantaged reading national average	72
Disadvantaged pupils writing progress	3.23	Disadvantaged writing attainment	53	Disadvantaged writing national average	79
Disadvantaged pupils maths progress	3.69	Disadvantaged maths attainment	47	Disadvantaged Maths National average	76
Disadvantaged pupils GAPS progress		Disadvantaged GAPS attainment		Disadvantaged GAPS National average	

Y6 (April 2017) predictions suggest a closing gap with

73% of disadvantaged children on track to be age expected in reading
 60% of disadvantaged children on track to be age expected in writing
 67% of disadvantaged children on track to be age expected in maths
 73% of disadvantaged children on track to be age expected in GAPS

School's pupil premium statement:

School pupil premium statement at: <http://www.maryswanwick.derbyshire.sch.uk/key-information/pupil-premium>

Data Audit

The table below is used to summarise the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils. This audit will be updated annually and will mainly focus on the next step gains for the school.

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Curriculum engagement and experiential learning	Children not fully engaging with the curriculum and unable to confidently access it due to lack of first hand experiences	To provide children with exciting topics, visits and experiences to encourage and stimulate curiosity and a thirst for knowledge	To ensure each topic has a clear theme and offers experiences to all pupils.	Thematic approach to learning with authentic outcomes Topic Hooks Visits and visitors Collaboration with Brimington	<ol style="list-style-type: none"> 1. Curriculum will be engaging, broad and relevant to all pupils 2. Pupils will be able to confidently access the curriculum provided 3. Independent learning 4. First hand experiences provided
To raise self esteem	Pupils are less confident than their peers in ability, social skills and therefore are withdrawn of sure inappropriate behaviours	To raise self esteem	To reduce the number of inappropriate behaviours issues and enable less confident children to participate effectively in activities with their peers	School uniform Nurture groups Forest School Inclusion support After school clubs	<ol style="list-style-type: none"> 1. Pupils feel part of an inclusive community 2. Social skills of less confident pupils improve 3. Behaviour incidents reduced
Progress of pupil premium children	Gaps between non-pupil premium children's progress and pupil premium children too wide	Gaps between non-pupil premium children and pupil premium children to be narrowed as well as gaps between national pupil premium children	Pupil premium and non-pupil premium children to be working at the same age appropriate level and make at least expected progress	Employment of HLTA to provide 1:1 mentoring time with pupils Appropriate targets set, monitored and evaluated TA interventions put in place for individual/group needs and assessed on a regular progress	<ol style="list-style-type: none"> 1. Data in ALL year groups show a narrowed gap in progress and agree related expectations in line 2. Higher % of class working at least expected 3. Pupils are more confident to identify their own strengths and weaknesses and understand how to move their learning forward

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Reading skills	Children lack motivation to read and unable to express their views and opinions to show deeper understanding	Children enjoy reading for pleasure and able to confidently discuss different aspects of the texts	Reading assessments show expected progress	Book Group Reading Challenges	<ol style="list-style-type: none"> 1. Data in all year groups improved 2. Children foster a love of reading for pleasure
Extra-curricular activities provision	Children are not experiencing a range of activities to widen their skills	Children can take part in activities such as sports, creative arts and outdoor experiences extra to the ones provided within the curriculum	Children are attending and engaging fully with the experiences provided	After school and lunchtime clubs Breakfast clubs Residential/Trips Sporting Links	<ol style="list-style-type: none"> 1. An increase in regular attendance throughout the year 2. Positive feedback from children and parents
Improving Behaviour	Children not on task and disruptive to learning	Decrease in disruptive incidents recorded	Children make expected progress and improve learning behaviours	Learners Code Inclusion Team Forest Schools	<ol style="list-style-type: none"> 1. Very few children experience loss of bands 2. A positive learning environment and ethos across school. 3. Less disruptions so improvement in expected progress

Strategy Audit

An audit is used to help to provide a refreshed focus on the school's pupil premium strategy. The headteacher and governors should own the plan, which should identify the main strategies, owners and milestones, with dates to review and evaluate the success of each strategy.

Pupil Level Strategies			
Strategy	Is there a system in place?	Is it having an impact?	Cost
Identifying barriers to learning for PP pupils	Barriers to learning Sheet Barriers Trend		£400
Individual strategy plans in folders	Booster groups/Interventions Mentoring		£3000
Strategies delivered with in-depth training	TA training		£400
Telling the story: Creating an audit trail			
PP Learning Walks		Learning Walks could be more PP focussed	
PP Student Shadowing			
PP Student Voice			£200
Deployment of the best staff to support disadvantaged pupils			£5000
Feedback – reading (+8)	Assertive mentoring/Marking and Feedback		£23,118
Feedback – writing (+8)			
Feedback – maths (+8)			
Meta-cognition and self-regulation (+8)	Project with no name/MSCEBI/Homework Projects/Swan Stop		£4000
Self-Regulation Strategies (+7) EYFS			

Communication and Language Approaches (+6) EYFS			
Earlier Starting Age (+6) EYFS			
Early Numeracy Approaches (+5) EYFS			
One to One Tuition (+5)			
Collaborative Learning (+5)	Trips/Visitors/Project with no name/Links with Brim		
Mastery Learning (+5)	Y3 Singapore Maths		£10,000
Oral Language Interventions (+5)			
Reading Comprehension Strategies (+5)	Book group		£5,000
Peer Tutoring (+5)	Buddy readers		
Digital Technology (+4) EYFS + KS1/2			£5,000
Early Literacy Approaches (+4) EYFS			
Small Group Tuition (+4)	Interventions/Homework Club		£5,000
Social and Emotional Learning (+4)	Nurture/jigsaw/Forest School/Friendship Stop/Jigsaw ambassadors		£10,685 £5,756 £4,790
Behaviour Interventions (+4)	Learners Code		£29,150
Outdoor Adventure Learning (+3)	Forest school/Whitehall (Y6)		
Parental Involvement (+3)	Assemblies, topic days, museum, events, coffee mornings		
Arts Participation (+2)			
Individualised Instruction (+2)	Mentoring		
Learning Styles (+2)	Quality First Teaching		
Mentoring (+2)	Mentoring		
Homework (+2)	Homework/Club		£1,000
Summer Schools (+2)			

Extending School Time (+2)	After school clubs Breakfast club		
Teaching Assistants (+1)			
Improving attendance	KJ/Late on the gate		

Monitoring Strategies

Strategy	Is there a system in place?	Is it having an impact?	Cost
Excellent collection, analysis and use of data for individuals and groups		More regular feedback needed	
When a pupil's progress slows, interventions are put in place rapidly			
Improving trend for FSM attainment			
Reducing gaps between PP and non-PP			
Reducing gaps between PP and national benchmarks			

Strategy	Is there a system in place?	Is it having an impact?	Cost
Senior leader with oversight of how PP funding is being spent			
Strategies to improve teaching and learning			
Regular review of PP strategies			
PP ring fenced to spend on target group			
Deciding on desired outcomes			
Appraisal is used to reinforce the importance of PP effectiveness			
Effectiveness of TAs is evaluated and if necessary, improved			
An ethos of high attainment for all pupils			

Stakeholder Strategies

Strategy	Is there a system in place?	Is it having an impact?	Cost
Parental Engagement (+5) EYFS			

Raising aspirations (+0)			
100% buy in from all staff			
Governor training and monitoring of PP			
Teachers know which pupils eligible for PP			
Uniform / Trip subsidies			£2,468

Analysis and Challenge (Summary)

Following the data audit, strategy audit and school follow up visits, the reviewer might undertake a more detailed analysis of the school's self-evaluation, and draw on evidence of their findings to consider whether answers to the following questions require a revision of the strategies that the school is following:

Whole School Action Plan

Focus	Outcomes and success criteria	Proposed Strategies	Owner	Milestones	Review date	Cost	Total cost
Self esteem	To raise children's self - esteem and enable them to access the curriculum fully To enable children to make expected progress and contribute effectively within the classroom, academically and socially	Nurture Groups Forest Schools Inclusion support Learners' Code Student Voice	CFer KJ	BOXALL profiles to show changes in social development on entry and outcome	July 2018	£200 £10,685 £5,756 £4,790 £29,150	
Large Families and changes in circumstances	To provide support for parents and pupils academically and socially through planned activities	After school family participation activities e.g. cooking, forest school, ICT e.t.c	Inclusion?		July 2018	£1,000 £1,407 £1,061	
To continue to narrow the progress gap of pupil premium and non-pupil premium children through effective mentoring	Pupil premium and non-pupil premium children to be working at the same age appropriate level and make at least expected progress	Employment of HLTA to provide 1:1mentoring time with pupils Appropriate targets set, monitored and evaluated TA interventions put in place for individual/group needs and assessed on a regular progress	Class Teachers	Evaluate data and progress at each assessment point during the academic year 2017-2018	July 2018	£23,118	
Maintaining 'greater depth' standards across school	To provide wider opportunities for HA pupils (academically and extra-curricular) across both key stages	Enterprise activities (café, snack shops) Problem Solving Days	PP champion	Evaluate data and progress at each assessment point during the academic year 2017-2018	July 2018	£10,000 £5,000	

Focus	Outcomes and success criteria	Proposed Strategies	Owner	Milestones	Review date	Cost	Total cost
		School Radio? Community based activities Singapore Maths Book Group					
Curriculum engagement and experiential learning	Continue thematic approach to the curriculum with use of a 'hook for learning' and authentic outcomes.	Hook for learning based on authentic outcomes Visits/Visitors/ Collaborative Learning Digital Technology	Class Teachers JLi	Half Termly Evaluate pupil outcomes	July 2018	£4,000 £5,000	
Develop a metacognitive approach to the thematic curriculum	Children to take a greater ownership of their learning by identifying age appropriate outcomes for each topic. Where possible teachers plan to include.	Transition day Overview Proforma to be completed, revisited and evaluated throughout academic year	Class Teachers JLi	Half Termly Evaluate pupil's outcomes and suggestions	July 2018		
Target Intervention and data collection	To provide teachers and PP learning champion with an overview of up to date PP data and allow immediate provision mapping and target setting	Complete PP data sheet for each child to show interventions, barriers to learning and assessments	Class Teachers PP Champion	Evaluate data and progress at each assessment point during the academic year 2017-2018	July 2018	£400 £3000 £400 £5000	
Agreed date for follow-up visit:		Autumn term 2017					

