

## **Pupil Premium Strategy Statement 2016-17**

81 Pupils are eligible for Pupil Premium funding: 69 Ever 6, 2 Service, 10 post adopted.

This academic year's funding is **£99169.33**

### **Barriers to learning**

Swanwick Primary School is a very socially diverse community, which in itself creates barriers to learning for some pupils. The range of experiences enjoyed by different pupils is equally diverse and this therefore creates very individual perspectives for learners. There are a wide range of parenting skills, some of which impact negatively on pupil expectations and aspirations. Some pupils have limited access to rich cultural and language experiences which can undermine not only their creativity and imagination, but also their understanding of the world around them and ability to communicate effectively.

### **In School Barriers to learning**

Increased class sizes in KS2, has had a detrimental impact on some pupils progress in the past, as pupils have joined the school in Year 3. Over time, oral language skills on entry to Reception have been seen to be less well developed, particularly for Pupil Premium pupils. Punctuality amongst Pupil Premium eligible pupils is less good than for other groups. Some Pupil Premium eligible children demonstrate less resilient learning behaviours than others, particularly in Year 4 and Year 5. Universal Free School Meals have had a negative impact on the early take up parents registering for Free School Meals.

### **Desired outcomes from Pupil Premium spending:**

Enrich the life experiences for some pupils, in order to have a positive impact on their aspirations and expectations, whilst improving their understanding of the wider world.

Improve resilience amongst some children, so that they develop learning behaviours and emotional resilience, whilst engaging parents.

Maintain high attainment in Phonics and KS1 outcomes for all groups of pupils and improve outcomes for PP pupils at the end of KS2, through timely interventions.

Ensure that pupils' attendance and punctuality is maximised so that they are ready to learn.

### **Planned expenditure**

Small class (12) of Y4/5 pupils, full-time, with Forest Schools emphasis to improve outcomes and build resilience. This also reduces class sizes in Y4/5. T.A. to support.

1to 1 teacher led Phonics interventions in Y1, 1 day per week, to maintain outcomes.

Additional T.A. support for core interventions in Y1 and Y6 and Y4/5, digital music to inspire and enrich, and part-time support in KS2 to deliver BRP

Language Link and Speech Link interventions in Reception, to improve access to the curriculum and communication from the beginning: Staffing costs amounting to approximately **£85000**

Uniform vouchers given to FSM successful applicants to encourage the take up of Free School Meals, costing approximately **£400**.

Maths interventions (number) by HLTA, 2 afternoons per week to secure times tables knowledge in Y4 and embed arithmetic skills in Y6. **£2000**

HLTA and SENCO led Resilience development programme as part of Derbyshire Attachment Awareness programme led by the Virtual School; A pastoral programme to support emotionally vulnerable pupils and their families. This includes a “meet and greet” for anxious pupils, Parent discussion groups and individual support. We are working with a senior Educational Psychologist to develop a long-term intervention, which we are sharing with other schools. **£5000 bursary**.

10 funded Breakfast Club places to improve punctuality and readiness to learn. **£4750**

After School Discovery Club Places **£198**, Guitar lessons **£160**, Summer Holiday Club places **£1750**, to broaden experiences and raise aspirations.

Funding earmarked to ensure that all Pupil Premium pupils have the opportunities afforded by residential visits and educational day visits to broaden their experience. Approximately **£80 per child**.

### **Review**

These interventions will be reviewed termly by the Headteacher and SLT, and reported to governors. SLT will gather evidence of attainment and progress from assessment data during Pupil Progress meetings with staff and from on-going monitoring activities specified in the monitoring timetable, driven by the School Improvement Plan. Attendance will be monitored alongside punctuality. Qualitative data will be reviewed through discussions with pupils, staff and parents. External agencies will be consulted where necessary, according to individual pupils’ needs, as well as reports from staff using the Attachment Awareness programme and Positive Play. If interventions are not seen to be diminishing the difference between Disadvantaged and Non-Disadvantaged pupils, they will be altered.

**Swanwick Primary School is committed to raising the aspirations and attainment of disadvantaged pupils.**

