

New Swannington Pupil Premium Grant Expenditure and Outcomes Report: 2015/16

Context of School

New Swannington Primary School is a one form entry school in the North West of Leicestershire.

We have a relatively low percentage of FSM pupils. However many of our families are on low incomes and often have more than one job. The indices of deprivation percentile rankings, places the school almost into the lowest quartile (74.6%), of the country for adult education and skills.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential. We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

At New Swannington Primary School we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners.

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress, but historically levels of attainment are lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

The Sutton Trust Report (2011) summarises research evidence on improving learning, we have used this to make more informed choices about which interventions will be most effective. Our plan for 2015/16 is to provide interventions which predominantly focus on improving feedback, developing self-confidence and increasing parental engagement. We now have a Teaching and Learning Lead Teacher in place, who along with the Inclusion Coordinator and Key Stage 1 Coordinator are supporting the drive to further develop constantly high standards of teaching across the school, share best practice and provide targeted support and intervention for pupils. In addition to this we will focus on earlier intervention, increasing interventions on offer in lower KS2 and KS1. We have also introduced an Assertive Mentoring System, as well as supporting children in taking more responsibility for their own learning and helping them to plan, monitor and evaluate their learning so that they have a better understanding of their next steps.

Number of pupils and pupil premium grant (PPG) received 2015/16	
Total number of pupils on roll	196
Total number of pupils eligible for PPG	15+3 PP+
Total amount of PPG received	£25447

Nature of Support 2015/16	
Focus on Learning in the curriculum	
Focus on social, emotional and behaviour	
Focus on enrichment beyond the curriculum	
Focus on families / Community	
Curriculum Focus:	
Increase in % of children working at age related expectations in reading, writing and maths	

Impact of Whole School Pupil Premium Spending 15-16

Progress made by Disadvantaged children compared to their cohort 15/16

	Y1		Y2		Y3		Y4		Y5		Y6	
	Dis	All										
Reading	5.5	5.1	3.0	6.3	7.0	5.2	6.7	6.4	-	5.9	6.5	6.7
Writing	5.5	5.0	4.3	6.6	7.0	5.7	5.9	4.7	-	5.9	6.8	6.6
Maths	5.5	5.2	5.7	6.2	5.0	5.0	5.6	5.9	-	6.0	7.0	6.7

The above table indicates that pupil premium children are making better progress than their peers in most year groups and in most subjects. Writing and reasoning are 2 areas in which Disadvantaged children in some year groups have not attained as well as their peers. The introduction of scaffolded non-fiction writing will support the needs of these children, as will the introduction of reasoning skills and problem solving throughout the school

In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels. Instead, pupils 'do not achieve the expected standard', 'achieve the expected standard' or 'achieve above the expected standard'. Progress is measured from Key Stage 1. A progress measure of 0 is average progress against all schools nationally.

Key stage 2 progress and attainment 2015-16

Reading:

In 2016 100% of Pupil Premium children attained the expected standard. Nationally 71% of Pupil Premium children achieved the expected standard. 66% of non-Pupil Premium achieved the expected standard.

Progress

	Low Prior Attainment		Middle Prior Attainment		High Prior Attainment	
	All	PP	All	PP	All	PP
Cohort	0	0	18	3	7	1
Score	-	-	2.01	4.78	-2.55	-5.04
National	0	0.36	0	0.35	0	0.30

In reading the Pupil Premium children made better progress than their peers and better progress than other children nationally.

Writing:

In 2016 50% of Pupil Premium children attained the expected standard. Nationally 79% of Pupil Premium children achieved the expected standard. 74% of non-Pupil Premium achieved the expected standard.

Progress

	Low Prior Attainment		Middle Prior Attainment		High Prior Attainment	
	All	PP	All	PP	All	PP
Cohort	0	0	18	3	7	1
Score	-	-	-1.71	-3.74	-2.72	-3.11
National	0	0.34	0	0.10	0	0.11

In writing the Pupil Premium children made less progress than their peers and less progress than other children nationally.

Mathematics:

In 2016 100% of Pupil Premium children attained the expected standard. Nationally 75% of Pupil Premium children achieved the expected standard. 70% of non-Pupil Premium achieved the expected standard.

Progress

	Low Prior Attainment		Middle Prior Attainment		High Prior Attainment	
	All	PP	All	PP	All	PP
Cohort	0	0	18	3	7	1
Score	-	-	2.11	6.05	-0.96	-1.41
National	0	0.45	0	0.26	0	0.17

In mathematics the Pupil Premium children made better progress than their peers and better progress than other children nationally.

Record of Pupil Premium Grant spending by item/project 2015/16

Year Group	Item/Project	Cost	Objective	Outcome
Key stage 2	One to one tuition in maths for children in Years 3, 4, 5 and 6	£1500	Targeted support in maths	Pupils more confident mathematicians. Pupils make better than expected progress.
	One to one tuition in English for children in Years 3, 4, 5 and 6	£1500	Targeted support in English	Children more confident in contributing to class discussions. Can talk more confidently about where they are and next steps for improvement.
	SATs booster sessions X 15 One to one x 4	£1200	Targeted support in Mental Maths	To accelerate learning in maths
	Provide opportunity to experience outward bound residential	£500	Enrichment	Broaden experience / enjoyment
Key Stage 1	Talk Boost X 3 per week for 10 weeks	£1600	To move children working below expected to working at expected progress in speaking	Children made progress and are now working at expected levels in speaking listening and communication
	One to one tuition in maths and English for children in Years 1 and 2	£600	Targeted support in English and maths	Children more confident in contributing to class discussions. Can talk more confidently about where they are and next steps for improvement.
Key Stage 1 And EYFS	Part fund specialist language and music teacher for Key Stage 1 and EYFS	£3250	Enrichment	Broaden experience / enjoyment
EYFS	Reading Intervention		Targeted reading support	Accelerated progress in reading
	Talk Boost X 3 per week for 10 weeks	£1600	To move children working below expected to working at expected progress in speaking	Children made progress and are now working at expected levels in speaking listening and communication.
Whole school	Family Support Worker supporting vulnerable families	£6956	Parents engage more with children's learning and the school	Much of the work is focussed on supporting parents in crisis and to support parents in extending their own skills and helping children at home. Improved attendance. Developing stronger

				relationships between school and home.
	Assertive mentoring	£1200	To support academic and social development	Barriers to learning discussed and solutions sought.
	Behaviour Support Worker	£1650	To support vulnerable children with challenging behaviour, friendship issues and bereavement	Children supported emotionally. Fewer conflicts. Improved classroom behaviour.
	Breakfast Club	£1790		Children have a calm and happy start to the school day. Improved attendance.
	Homework/Reading Club	£976	To offer a calm and supportive environment in which children can do their homework.	Homework is kept up with and handed in on time. Children's learning is supported / consolidated.
Whole school	School trips/special experiences/residentials/theatre groups	£623	For all children to have the same opportunity to participate in all of the experiences and activities the school has to offer.	All children have equal opportunity to experience. No child is discriminated against.
	Fund Summer Club	£540	Enrichment Provide 18 places at the 15-16 Summer club	Broaden experience / enjoyment

Total PPG received	£25447
Total PPG expenditure	£25485 Expenditure so far
Full estimated expenditure	£33000