

Pupil Premium Funding Review 2019 - 20

At Swimbridge, we see our values and engendering a sense of ‘belonging’ as being essential to progress. We also believe that on-going, consistent teacher-pupil dialogue, a focus on and the development of learning behaviours and the engagement of parents and carers are the key to ensuring successful outcomes for all our children.

In line with our SIP, our key focus was to ensure inclusion and aspiration for all. We assessed the soft data (Daniel Sobel, Narrowing the Attainment Gap) to ensure that strategies and approaches were personal and pertinent to the individual children and we then continued to develop excellence throughout our Quality First Teaching by investing in staff training, supportive strategies, resources and approaches to support this.

The table below shows how we used our Pupil Premium Grant Allocation for 2019-20. It details our strategic intent, how we implemented the strategies and the impact this had.

Our total grant allocation for 2019-20 was **£14,100**

Intent	Implementation	Spend	Impact
Funding to enable PP children to take part in all extra-curricular activities, school trips, the Skern residential and curriculum visits, including Activities week, swimming and surfing.	Inclusion, aspiration and experience for all children.	Various - £100 x 5 = £500 Surfing - £120 x 5 = £600 Residential - £260	All PP children fully experienced our broad, balanced curriculum and extra-curricular provision. The level of participation and aspiration was raised and children gained a sense of belonging through inclusion.
A focus on vocabulary throughout the curriculum with classteacher andTA training and resources to enable excellent QFT approaches to develop vocabulary.	Early Language Development (acquisition and recall) is key to children being able to access education. We put in place specific training, support and in class intervention to improve and extend the vocabulary and language development of our PP children.	£1,000	PP children were encouraged to develop a wider vocabulary which in turn enabled them to have greater understanding of the curriculum. In particular, subject specific vocabulary within non fiction reading, supported the learning in Geography, Science and History for our KS2 children. A focus on vocabulary within numeracy supported the progress of all PP learners, ensuring barriers to learning were reduced.
Class teacher and TA training, and resources to enable excellent QFT and time for over learning and further in class reading and guided reading sessions alongside peers.	To provide 1-1 reading opportunities and high-quality teaching and over learning of reading comprehension.	1-1 reading = 5 mins x 5 chn x 5 days x 38 wks = £285 Further reading opportunities/other resources = £1,000	Reading progress for all PP children was accelerated. All PP children made good progress in their reading, moving through reading levels within our extended scheme. PP children’s reading made progress towards being more in line with other pupils of their age.
Pre – teaching and TA overlearning in class support in maths.	Children supported to feel successful and make progress within core maths learning.	8 hrs pw x £15 X 38 = £4,560	PP children grew in confidence within maths through their inclusion in the pre-teaching strategies. Greater progress was evident for these children, with most in line with other pupils of their age.

Fund arts, cultural and sporting activities and transport to venues.	To provide enrichment and wider experience.	£250	Our PP children experienced and enjoyed a range of diverse activities , including an arts festival, drama production, museum trip and aquarium visit.
Thrive (SEMH): Train TA to become a Thrive licenced practitioner. Wider staff training, reviews and subscriptions. Transition support.	Increased capacity for access to Thrive, frequency of targeted reviews and whole class Thrive approach to encourage inclusion wherever possible. Assistance with transition from clas to class and through to secondary education.	£2,000 (Training) £2,280 (Reviews and programme co-ordination) £185 (subscription)	SEMH was supported for the children through Thrive and this reduced barriers to learning and allowed for more inclusive engagement. One child in particular was supported to be able to remain in school despite some distressed and challenging behaviours.
The purchase of additional educational resources to enrich the curriculum.	High quality resources available throughout the curriculum, to promote increased engagement.	£400	Children were engaged and inspired by the high-quality resources, particularly within Science, where a number of 3D models and interesting resources were purchased. This supported the progress of all learners.
SEND Co and EP time.	TAF meetings to provide support to vulnerable families	£800	The Early Help support put in place for children with SEND and for families who were experiencing difficulties helped to maintain attendance and increase engagement in learning.