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“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’), schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.”

As outlined on the Department for Education website

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

In the 2018 to 2019 financial year, schools will receive the following funding:

- £1,320 for pupils in reception to year 6 (Free School Meals)
- £300 for children of parents that are serving in the armed forces
- £2,300 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:
  - adoption
  - a special guardianship order
  - a child arrangements order
  - a residence order

If a pupil has been registered as eligible for free school meals and has also left local authority care for any of the reasons above, they will attract the £2,300 rate. Children who have been in local-authority care for 1 day or more also attract £2,300 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

#### At Dunswell Academy:

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of

pupils the school has legitimately identified as being socially disadvantaged. We decide how the Pupil Premium funding is spent, following a needs analysis which will identify priority groups or individuals.

At Dunswell we have had the following allocations:

Pupil Premium funding for the school year 2017–2018 was £12,160

Pupil Premium funding for the school year 2018–2019 £21,340

2017–18

A range of initiatives were deployed to support children to bridge the gap in performance. The Pupil Premium supported the funding of the following provisions:

- 1:1 Support on specific target work
- Social and nurturing groups (ELSA time)
- Sensory Circuit gym every morning
- Small group work (Focus on reading, writing and maths)
- Play co-ordinator role and lunchtimes

Impact of Pupil Premium funding 2017–18:

Attainment:

<b>Pupils (KS1)</b>	<b>Subject</b>	<b>Attainment (Age related expectation)</b>	<b>Pupils not eligible for pupil premium</b>
2 Pupils	Reading	50%	81.2%
	Writing	50%	84.9%
	Maths	50%	84.8%

<b>Pupils (KS2)</b>	<b>Subject</b>	<b>Attainment (Age related expectation)</b>	<b>Pupils not eligible for pupil premium</b>
8 Pupils	Reading	37.5%	89.3%
	Writing	37.5%	76.9%
	Maths	62.5%	55.6%

We recognise that the KS2 attainment results are particularly low. This is due to a number of children with social and emotional needs which have created a large barrier to their learning. We have invested time and money into improving this area for the children as we recognise this area for a child needs to be addressed before their learning in literacy and

maths. In 2018/2019 social and emotional interventions will continue to be prioritised. 50% of the pupils who are eligible for Pupil Premium are also on the SEN register for various reasons. We have invested time in training staff to develop plans for these children that will monitor outcomes carefully. Our focus in 2018/19 will be on raising attainment across the board and this will be closely monitored through pupil progress and interim pupil premium reviews.

Progress:

Pupils (KS1)	Subject	% making expected or better progress	Pupils not eligible for pupil premium
2 pupils	Reading	50%	58%
	Writing	50%	100%
	Maths	50%	92%

Pupils (KS2)	Subject	% making expected or better progress	Pupils not eligible for pupil premium
8 pupils	Reading	54.3%	40.6%
	Writing	29.2%	37.5%
	Maths	33.2%	35.6%

Due to low number of pupil premium children in KS1, we recognise that in such small cohorts one child makes a large impact on the data. Progress across the whole of KS2 is an area for improvement and we recognise that in some areas pupil premium children are above or almost on par with other children particularly in reading. One of our priorities in 2018/2019 is to ensure that the children who are attaining expected within their year group are aiming for greater depth and being supported to reach this target.

2018-19

School Context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (Ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
17	6	10	8	1	7	1

One child meets the criteria for FSM and LAC

Focus for school year 2018–2019:

Total Pupil Premium funding in school year 2018–19: £21,340

Total number of Pupil Premium pupils during school year 2018–19: 16 pupils

Barriers to learning (for pupils eligible for Pupil Premium)	
In-school barriers (issues to be addressed in school)	
A.	Some pupils in receipt of pupil premium need additional support for social and emotional development
B.	Some of the children in receipt of pupil premium are dyslexic and are in need of more dyslexic friendly resources and interventions to help them progress in Literacy
C.	Some of the children in receipt of pupil premium have speech and language difficulties and are in need of further support from a trained member of staff
D.	Pupil achievement and progress in reading, writing and maths compared to children that are not in receipt pupil premium is lower
E.	Children accessing quality first teaching in all subjects

Desired Outcomes and how the will be measured		Success Criteria
A.	Improved provision to deal with social and emotional problems. Making sure that children feel more settled in the classroom and ready to learn – Boxall profiles, pupil surveys, staff surveys	Pupils state that they feel ready to learn in the classroom and feel that they are able to discuss any issues with someone.
B.	Regular dyslexic friendly intervention to take place throughout the school to raise attainment in reading and writing for pupils with SEND – Pupil views, progress charts from intervention	Pupil progress and attainment in line with non-premium children
C.	Improved speech and language provision throughout the school– SALT input and reviews	Any child with a SALT plan will receive support in school from a trained adult to meet their desired outcomes
D.	Raise the attainment and progress of reading, writing and maths across the school – ASP data and FFT data	Pupil progress attainment in line with non-pupil premium children

E.	Maintain and develop the quality of teaching across the school – learning walks, pupil voice and monitoring planning	Children are accessing all differentiated lessons independently and feel confident in their lessons
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Planned Expenditure					
Academic Year	2018-19				
Desired Outcome	Chosen action/approach	What evidence will you need to evaluate outcome	Staff Overseeing action/approach	Review date	Estimated Cost
(A) Improved provision to deal with social and emotional problems. Making sure that children feel more settled in the classroom and ready to learn	ELSA Two afternoons a week	Boxall Profiles	EE/AO/DB	July 19/Jan 20	£2386.40
	Restorative Practice	Child Views Staff views	Whole School	July 19/Jan 20	
	Sensory Circuit every morning	Learning walks in classrooms	EE/WC		£2386.40 £1235
	Play co-ordinator at lunchtimes	Child/staff views	EE/WC/AO	July 19/Jan 20	£1193.20
(B) Regular dyslexic friendly intervention to take place throughout the school to raise attainment in reading and writing for pupils with SEND	Lexia licences	Progress drives from Lexia	EE/AO	July 19/Jan 20	£2950
	Staff member to oversee Lexia and mentor pupils	Pupil attainment data			£1909.12
	Precision Teaching (Spelling and reading)	Progress charts	EE/WC/DB		£2386.40
(C ) Improved	1:1 speech and language	SALT input and reviews	(EE, FD)	July 19/Jan 20	£477.28

speech and language provision throughout the school- <b>SALT</b> input and reviews	sessions for children with a <b>SALT</b> plan  Talk Boost sessions to take place in <b>Class 1</b>	Base line and end of unit comparison data	(EE, HR)	Jan 20	£1431.84
(D) Raise the progress and attainment of reading, writing and maths across the school	Small targeted group work	Intervention records  Pupil attainment data	(EE, EB, AO, F.D)	July 19/Jan 20	£2386.40
(E) Improve the quality of teaching across the school	Maths Mastery 5 day course  TRG maths specialist support Raising attainment in reading (course)  Achieving Greater Depth in English (course)		AO	July 19/Jan 20	Price of courses to be confirmed

We will have an interim review of outcomes in July 2019 and a final review and target setting in January 2020.