

Impact of the Pupil Premium Grant on the attainment of disadvantaged pupils at  
Swiss Gardens Primary School 2016 – 2017

Miss Telcs continued in her role as Pupil Premium teacher. The school was continuing to use the windscreens to track each child's progress in the core subjects, and were updated at least every half term and formed the basis of Pupil Progress meetings between the Senior Management team and teachers. Miss Telcs used these in order to analyse the needs of each Pupil Premium child so that appropriate interventions could be planned. Children worked in small groups to improve their work, in Literacy and Maths, with teachers who were brought in for interventions. These children were chosen in liaison with teachers and by looking through half termly whole school assessments

During the year some of our teaching assistants passed their training to become HLTAs, including the TA who was working on the 1stclass@number intervention with Pupil Premium children. The children who were working on this intervention made accelerated progress in their maths, not only in their knowledge and skills but also in their confidence when approaching maths. (Separate documentation held on file to show this progress.) Our HLTA continued to work with children on a 1;1 or small group basis. She worked with a child on his continued lateness to school. Through a reward system this showed great improvement, but she continues to monitor this as he often needs reminding. In her work with this child, on his reading, his reading age improved by a year in three months, and his comprehension by two years and one month.

The highly trained Dyslexia teacher continued to work with 1 child who she had worked with last year but due to his ongoing attendance issues we had to withdraw the help as he wasn't overlearning within the classroom. She then worked with a child in Year 4, who was assessed as being dyslexic during the year and a child in Year 3 who was struggling with Literacy. The Year 3 child made a significant improvement in her skills and was using them in the classroom too, she really grew in confidence and her progress in the classroom was brilliant.

A specialist Maths teacher worked with small groups of children and on a 1:1 basis. These children were in Year 2,3, 4 and 5. She worked with some children to close the gaps in their understanding and worked with one who was at met+ to secure her in that. The children made good progress. This was shown on the class windscreens.

A teacher worked with small groups of children on their writing, she also worked with a child who was met+ in her reading, on inference and deduction. The children made good progress, this was shown on the class windscreens.

Our school Play and Filial Therapist was contracted for an extra day to work with children, and in some cases families. These children were decided on through discussion with the team of the INCO, Pupil Premium teacher and HLTA.

Below the therapist has given examples of the data gathered from the BAPT monitoring forms and data received from the children themselves and the SDQ data gathered.

Client No.	YR	Gender	Overall stress SDQ parent score at referral	Overall stress SDQ sch score referral	Overall stress SDQ at the end parent score	Overall stress SDQ at end or year end sch	No. of sessions this school year	Finished/ongoing/referred
1	5	Male	31	25	18	25	10	Finished
2	4	Male	16	24	No data	No data	19	Finished
3	2	Male	28	15	20	No data	21	Finished
4	3	Female	16	16	9	9	32	Finished
13	6	Male	23	17	14	13(self report)	20	Finished
14	5	Female	19	8	7	8	12	Finished
15	4	Female	26	3	No data	No data	14	Finished
16	6	Female	10(self report)		11	15(self report)	10	Finished
18	4	Male	21	16	nodata	No data	4	Ongoing
19	1	Male	22	12	nodata	No data	5	Ongoing
20	5	Female	19	15	nodata	No data	4	Ongoing
21	5	Female	17	14	nodata	No data	3	Ongoing

*(Scale: overall stress scores 0-13 = average, 14-16= slightly raised, 17-40 High)*

In addition to these results the BAPT monitoring forms indicated positive shifts in the level of indicated concerns identified by parents and school. Below are a few examples of written statements from the BAPT forms completed by parents, teachers and children. In response to the written question "Were your hopes in play therapy fulfilled?" parents, teachers and children made statements. Here are some of the examples.

*"Xxxx is so much happier and happier in managing her feelings"*

*"Xxxx loves being with Jackie...I have seen a big improvement on making the right choices"*

*"Thank you"*

*"Yes my hopes were fulfilled, xxxx is really happy and really enjoyed it"*

*What is different now? "I dont take my anger out on xxxx but I do sometimes... I am managing it quite well"*

Two teachers, who had PP+ children in their class went on a one day Professional Development course on Attachment.

The INCO, class teacher and Pupil Premium teacher met regularly with a PP+ child's family to discuss his needs with a team of people including the specialists from Beacon House's Therapeutic Educational Psychology clinic.

We continued to fund some children who attended after school club, this meant that the children were able to have access to a wide range of toys and it meant that some families were able to continue working beyond the end of the school day.

We continued to offer all KS2 Pupil Premium children a bar or piece of fruit at break time.

Four children, one of whom is PP+, 3 of whom have statements for Speech and Language, had 1:1 private Speech and Language sessions with a speech therapist, at school. They

have all worked towards personal targets and have had new ones set for them. This work was continued by the class TAs and HLTA.

### Enrichment opportunities

Christ's Hospital offer bursaries to children on Free School Meals who are more able. This was outlined to a family, whose child was in Year 6 in September 2016. In summer 2016, Miss Telcs met with the parent to talk to her about it, she discussed it with her child and they decided to apply for a bursary. The child had her initial assessment and passed that so went on to the residential assessment. She was not successful in the first instance but was placed on the reserve list in case another child didn't take up their place. Unfortunately this did not happen but the child has said that she would like to apply again to get a place in Year 9.

Pupil Premium children in Years 4, 5 and 6 continued learning to play the Ukulele. The children have really benefitted from the experience of learning an instrument, there has been a marked improvement in some children's self-confidence and self-esteem. Unfortunately we had to stop this at Easter because of budget constraints.

We funded trips for Pupil Premium children where parents were in need of this. This was done on a case by case basis. This ensured that children did not miss out on trips that enrich their educational experience.

We ran two trips for Pupil Premium children. Years 5 and 6 went to a workshop on Shakespeare's world and Works which was held at the Weald and Downland museum and run in conjunction with the Chichester Youth Theatre. The children learnt various dramatic techniques and learnt some of Macbeth. At the end of the day all schools came together to perform a précis of the play. They also learnt about how people lived in Shakespeare's time with hands on activities.

Year 3 and 4 attended Babe the Sheep Pig play, which was adapted from the Dick King Smith book. For many of them this was their first theatre experience. They really enjoyed the puppetry and were engrossed in the story.

### Parents' support

Miss Telcs held drop in sessions for parents to come in and have a hot drink and pastry and chat. She met with a few parents who wanted advice and support. She worked with a Teaching Assistant to develop an area of the website called Support for Families, which flagged up support for various needs in the local community. She also developed an application for trip funding form which could be used by all staff in liaison with parents/carers.

Miss Telcs was on the school playground before and after school, when possible, to be available for parents.

Over the course of the year Miss Telcs continued to work very closely with 2 families who were experiencing significant difficulties in their lives.

## Pupil premium Summer 2017 progress in attainment since September 2016

This table illustrates the progress in achieving expected outcomes that Pupil Premium children have made since September 2016 in Maths, Reading and Writing.

### Maths

Year Group	September	July	Progress	Met +
1	43%	72%	29%	
2	38%	72%	34%	
3	50%	73%	23%	
4	55%	60%	5%	1 pp child
5	62%	73%	11%	
6	55%	60%	5%	1 pp child and 1 borderline

### Reading

Year Group	September	July	Progress	
1	43%	86%	43%	1 pp child
2	50%	57%	7%	
3	64%	80%	16%	1 pp child
4	44%	70%	26%	
5	69%	82%	13%	1 pp child
6	55%	80%	25%	1 pp child

### Writing

Year Group	September	July	Progress	
1	57%	71%	14%	1 pp child
2	38%	57%	19%	
3	64%	67%	3%	
4	55%	60%	5%	1 pp child
5	46%	73%	27%	1 pp child
6	55%	80%	25%	1 pp child

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Pupil Premium Teacher

September 2017