

## ***Pupil premium strategy statement***

### ***School overview***

<b>Metric</b>	<b>Data</b>
School name	Swillington Primary School
Pupils in school	188 ( inc Nursery)
Proportion of disadvantaged pupils	52
Pupil premium allocation this academic year	£68,130
Academic year or years covered by statement	2019-20, 2020-21, 2021-22
Publish date	Oct 2019
Review date	Sept 2020
Statement authorised by	Sallie Elliot
Pupil premium lead	Sarah Grant
Governor lead	Mobasher Mir

### ***Disadvantaged pupil progress scores for last academic year***

<b>Measure</b>	<b>Score</b>
Reading	+0.2
Writing	+0.6
Maths	+0.5

### ***Strategy aims for disadvantaged pupils***

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	30%
Achieving high standard at KS2	0%
<b>Measure</b>	<b>Activity</b>
Priority 1	Additional staff training to deliver effective Phonic teaching. Effective phonic interventions delivered.
Priority 2	Ensure there is effective development of language and vocabulary across all areas of the curriculum. Support through Speech and Language therapist intervention.
Barriers to learning these priorities address	Priority 1 – Ensure regular tracking of progress through R W Inc assessments and evidence of application in writing

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	Priority 2 – Narrowing the vocabulary gap.
Projected spending	24,000

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**Teaching priorities for current academic year**

Aim	Target	Target date
All pupils attain well across the curriculum.	Standards are raised so that pupils acquire age-related knowledge and understanding of all subjects.	Sept 21
Progress in Writing, Reading and Mathematics.	Achieve at least national average progress scores in R,W and M.	Sept 21
Phonics	Achieve national standard in Phonic screening check.	Sept 21
Attendance	Improve attendance of disadvantaged pupils to be in-line with non PP.	Sept 21

**Targeted academic support for current academic year**

Measure	Activity
Priority 1	<p>Staff CPD</p> <p>Partnership working between teachers and schools.</p> <p>Development of teaching and learning policy.</p> <p>Subject leaders to ensure clear progression of knowledge, skills and understanding across the curriculum.</p> <p>Subject leader time to map out vocabulary across topics, year groups and key stages.</p>
Priority 2 and 3	<p>Whole school CPD: 'Talk for Writing'</p> <p>Booster sessions being held for pupils who are falling/ have fallen behind in preparation for SATs.</p> <p>Targeted intervention to support areas of need across school – ISPs, Phonics, reading fluency, inference, pre/ post teach</p> <p>Before school paired reading opportunities ( during breakfast club) targeted invites given to disadvantaged learners.</p> <p>Subject leader CPD.</p> <p>Speech and Language SLA</p>
Barriers to learning these priorities address	<p>Lack of parental engagement and support.</p> <p>Vocabulary gap.</p> <p>Attainment gap.</p>
Projected spending	£25,000

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**Wider strategies for current academic year**

Measure	Activity
Priority 1	Sustain breakfast club offer for disadvantaged pupils to improve punctuality and attendance. Subsidise trip and extra-curricular activities. Targeted invites for disadvantaged children to attend extra-curricular clubs.
Priority 2	Deliver effective intervention and support for SEMH from a learning mentor.
Barriers to learning these priorities address	Lack of parental engagement.
Projected spending	£20,000

**Monitoring and Implementation**

Area	Challenge	Mitigating action
Teaching	Subject leadership training/ time	Share training costs with other schools. Reduce cover costs by using internal staff.
Targeted support	TA support diverted to supporting with SEMH needs	Planned consistent intervention for SEMH difficulties.
Wider strategies	Lack of parental engagement	Direct communication with parents/ coffee mornings/parent workshops Class Dojo to help connect with hard to reach/working families

**Review: last year's aims and outcomes**

Aim	Outcome
Standards in reading, writing and maths are in-line with non PP pupils in KS1.	Standards are below non PP children in KS1. There were 7 children in the cohort.
Progress during lessons is accelerated due high engagement and effective AfL.	Engagement and AfL strategies develop through peer observations.
All pupils have access to quality first teaching.	Teaching and Learning Policy developed.
Improved outcomes for pupils who have speech and language difficulties	SaLT support each fortnight with additional sessions. Individual targets are closely monitored.
Increase in % of pupils who pass Phonics	3 PP pupils in the cohort. 1 passed. Of the two

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screening check.	who didn't, one achieved a near pass of 30 and 1 has complex needs.
Close the gap between PP and Non PP at end of KS2.	Progress of PP children is in line with National.
Improved attendance Reduction in persistent absence Vulnerable families access Family support worker, Early Help Plans, Vulnerable pupils access counselling.	Absence for PP children is below national. Persistent absence is below. Early help plans in place for 4 families across the year. 5 children have access counselling.
Equal opportunities to access extra-curricular/enrichment activities.	All children have the opportunity to access extra-curricular activities and visits. This is monitored and targeted invites are made to disadvantaged learners.

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