

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Swillington Primary School
Number of pupils in school	180 (inc Nursey)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sallie Elliott
Pupil premium lead	Mark Cahill
Governor / Trustee lead	Nadine Steadman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,400
Recovery premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,800

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- We ensure that teaching and learning opportunities meet the needs of all the pupils this applies to pupil premium and non pupil premium children.
- 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

School context

Swillington Primary School is a one-form entry primary school. It is smaller than the average-sized primary school. It is part of the Brigshaw Learning Partnership. The proportion of pupils known to be eligible for pupil premium funding is 10% above average. The proportion of pupils with special educational needs is above that seen nationally. The large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds has increased recently along with pupils with early stages of learning English as an additional language. There are breakfast and tea-time clubs, which are managed by the school.

The range of provision the Governors consider making for this group include and would not be limited to:

- SLT to provide small group reading and maths booster sessions after school to Year 6 pupils.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS. • Additional learning support.
- Contribute to/pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument.
- Behaviour and nurture support delivered by a learning mentor.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external data shows that the reading attainment of disadvantaged pupils is below that of non disadvantaged pupils. This has been further impacted by whole and impartial school closures.
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 28 pupils (1/3 of whom are disadvantaged) currently require additional support with social and emotional needs.
4	Observations and discussion with pupils and families have identified that access to cultural extra-curricular are limited due to economic circumstances. This means that many disadvantaged pupils do not have the same opportunities to build cultural capital as non disadvantaged pupils.
5	On entry to F1 and F2 a higher percentage than that seen nationally of disadvantaged pupils arrive below age related expectations.
6	Although non disadvantaged and disadvantaged pupils' punctuality and attendance is broadly in line, this is due to measures the school puts into place around their wrap-around provision.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/2024 demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
Give pupils a wide range of experiences	Experiences and trips are used widely over the academic year. The cost of these experiences are not a barrier.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Release time for staff to complete NELI training.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,3,5
<p>Ensuring QFT across the curriculum.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Mastery).</p>	<p>EEf Teaching and Learning Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1,2

	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Support pupils with SEL. Release time for LM and T.A to attend ELSA training.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,3,4,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6060 (Speech and language) £13,880 (Learning Mentor) £2,000 (Lexia)
21,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement NELI/ interventions in F2 and Year 1 Pre and post teach sessions with focus on vocabulary across the curriculum.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Lexia reading programme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,5
Use of Catch-Up premium to provide a blend of one-to-one and small group school-led	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,2,

<p>tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Year 6 Booster groups.</p> <p>Teacher release time to work 1-1 and with small groups.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise trips and extra-curricular activities for writing experiences</p>	<p>EEF-When pupils took a standardised writing test at the end of the evaluation, those who had participated in the project were found to do considerably better than those in the control group. This was a statistically significant result, meaning the improvement in writing was highly likely to have been a result of the programme. Pupils who were struggling to achieve the expected level in literacy made an extra nine months' progress when they took part in the project compared to similar pupils who didn't.</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	

officers to improve attendance.		
Subsidise breakfast club	<p>EEF Summary</p> <p>Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security</p>	

Total budgeted cost: £71,940

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that pupil premium children made good progress in some key areas- 100 % passed the Phonic's Screening Check and progress at the end of KS2 was better than the cohort for reading and maths, attainment was broadly in line across reading, writing and maths.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by daily live teaching sessions for English and Maths and supplemented by Oak National Academy. One to one and small group interventions and support were also maintained throughout these periods. Disadvantaged pupils were prioritised for school places and the majority accessed this offer.

Monitoring shows evidence of making connections and linking to previously acquired knowledge. This is resulting in pupils who retain more knowledge where these strategies have been applied consistently. (Some gaps due to school closures). Use of NCETM learning spines have supported this approach in maths.

Our focus on pre and post teach assessments have proved to be vital in identifying gaps and allowing pupils to recover. This will be developed further this year with the use of standardised assessments across school and adjustments to teaching as a result. We are moving rapidly to a culture of 'What have our pupils learnt?' and NOT 'What have I taught?'

Although overall attendance in 2020/21 was lower than in the preceding years at 96%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was broadly in line with their peers.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil

premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Lexia Reading
X Tables Rockstars	TT rockstars
Speech and Language Therapists	NHS