

Swarland Primary School Pupil Premium Strategy Statement 2021 to 2022

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	Swarland Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	1.1% (2.17% previous year)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	L.Fletcher
Pupil premium lead	L.Fletcher
Governor / Trustee lead	E.Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,690
Recovery premium funding allocation this academic year	£2000
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	£4,690

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- **What are your ultimate objectives for your disadvantaged pupils?**

We want all of our disadvantaged pupils to reach their full potential accessing an inclusive and engaging curriculum which meets their needs.

Our aim is to support disadvantaged pupils to overcome their barriers to learning so they can fully access the curriculum, narrow the gap in their attainment and make good progress from their starting point, irrespective of their background.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goal.

Alongside their academic objectives, we aim to support the children's mental health, well-being and low self-esteem so they can feel confident in their abilities and access a wide set of strategies to support their mental health and well-being.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

High-quality teaching is the priority, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our current strategy uses additional teachers and teaching assistants who are employed to provide additional feedback to the disadvantaged children as part of their daily practice.

This has been shown by the EEF to have a high impact for very low cost, based on moderate evidence, with potential for 8 months gain. The employment of additional staff also allows these children to access bespoke interventions designed to meet their needs. One to one tuition has a moderate impact for high cost and can have up to 5 months gain according to EEF.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

- **What are the key principles of your strategy plan?**

Moving forward we aim to upskill certain staff in their knowledge and understanding of phonics pedagogy to support phonic development and delivery and provide small group tuition through the School Led Tutoring Programme using school teachers who know these children. The tuition will be responsive to individual need and based on robust diagnostic assessment and professional teacher knowledge of the child. The tuition will focus on their barriers to learning including phonic acquisition, blending skills in reading, improving sight

vocabulary, identifying syllables and reading comprehension development. Other children may also benefit from the small group tuition and support their independent writing skills – being able to hold a sentence and use their phonics to transcribe independently.

Challenges

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

Challenge number	Detail of challenge
1	Phonics screening checks show children have poor phonic knowledge retention. Pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Know and consolidate acquisition of Stage 2 and 3 phonics (Read, Write inc).
2	Assessments and observations and discussions with children and parents indicate children have poorer skills than their peers in blending and segmenting provides a barrier to their independent reading and writing. Ability to blend phonics to read and segment phonics to spell.
3	Assessments and observations indicate a lack of on sight vocabulary when reading slows pace and fluency of reading.
4	Observations of children's reading shows decoding skills are poor and this impacts fluency and comprehension. To understand what they have read.
5	Assessments and observations indicate children struggle to hold a sentence that can be transcribed and choosing and using the correct phoneme in spelling.
6	Our assessments and observations indicate that the education and well-being of many of our vulnerable pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and literacy.

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
To know and use Set 2 and 3 phonics resulting in improved reading and spelling skills.	Disadvantaged children will be able to speed read all stage 2 (100%) and stage 3 (95%) phonemes. These sounds will be used accurately in spellings. Speed check using Read Write Inc assessments and phonic check materials.

Children can blend for reading and segment for spelling.	Children can blend 100% CVC and CVCC words using Set 2 and 3 phonics. Literacy Toolkit NCC screening tool assessment.
Children have developed a range of on sight words improving reading fluency.	Children can read Set 1, 2 & 3 Action Words accurately 90% of the time. Action word list assessment. Children can read a simple sentence fluently.
Children can understand what they have read.	Children can answer simple questions about a sentence they have read. Assess using Salford Reading Test – comprehension standardised score. 100% of targeted children have an improved standardised score.
Children can write simple moving to more complex sentences independently.	Children can verbalise a sentence and record it independently using their phonics to help with unknown words. TIPPS tracker. End of year outcomes show 100% of children made good progress from starting point.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing 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

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: £ 2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training in Read Write Inc phonics	EEF toolkit phonic show moderate impact for very low cost, based on very extensive evidence. Approx 4 months gain. Evidence - Phonics Toolkit Strand Education Endowment Foundation EEF	1 2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 2 3 4
Improve the quality of emotional learning and mental health and well being. Mental health lead to receive approved CPD to improve whole school approach to mental health and well being practices. Training disseminated for staff for staff.	There is extensive evidence that mental health, well being and emotional skills are linked with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	6

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

Budgeted cost: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring (NTP) small group tuition.	EEF toolkit moderate impact for moderate cost, based on limited evidence. Approx 4 months gain. Small group tuition Toolkit Strand Education Endowment Foundation EEF	3 4 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1600

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support self-esteem and mental health and well-being.	Social and emotional learning can have moderate impact for moderate cost of approx. +4 months gain.	6

Total budgeted cost: £ 4690+

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.

A small class size with experienced teacher and teaching assistant had been established to support children with FSM and additional needs. The small group of 14 with 1 adult and 30 with 2 adults, maximised the opportunities for high quality feedback, building on accurate assessment and needs. The one to one and interventions delivered in this group by teacher and teaching assistant ensured the curriculum was focussed on the areas where pupils benefited most from additional practice and feedback, including emotional social support.

The additional adults employed enabled the children to receive additional feedback regarding their learning and bespoke interventions. This included offering small group support virtually or face to face during lockdown.

As a result, all FSM children made good progress from their starting point and targets were met on their individual support plans. 100% of FSM children at the end of Y6 reached age related expectations according to teacher assessments.

Effective transition programmes set up for children moving from primary to secondary school. This included additional visits to new school supported by our school staff, additional liaison meetings between both school and parents to address child's needs.

Effective transition took place for these children so they could make a confident start in secondary school, supporting their emotional health and well-being and lessening anxieties around changing schools. Parents and feeder school report children have settled well.

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
Not applicable.	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One child receives service pupil premium. This money was spent on teaching assistants to support giving children additional feedback and emotional support. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	The child was new to the school and with additional adult support was emotionally supported to settle into a new school routine well during a pandemic. Teacher and parents reported improvement in well being.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Funding places on residentials for KS2 children to enhance their cultural capital.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing.

Planning, implementation, and evaluation

We have put a robust evaluation framework in place for the duration of our two year approach and will adjust our plan over time to secure better outcomes for pupils.