

Swarland Primary School Pupil Premium Strategy Statement 2022 to 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 87 |
| 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 (2 nd year in 2022-2023) |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| 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 | £1385 |
| Recovery premium funding allocation this academic year | £1000 |
| 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 | £2385 |

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 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. This in turn will support their writing development and spelling. 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, build stamina for writing and develop a neat legible handwriting style.

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 and application 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 segmenting for spelling and blending for reading. This provides a barrier to their independent reading and writing. |
| 3 | Assessments and observations indicate a lack of on sight vocabulary when reading -slows pace and fluency of reading. Lack of decoding skills are poor and this impacts fluency and comprehension. Lack of parental engagement in reading at home on a regular basis. To understand what they have read. |
| 4 | Assessments and observations indicate children struggle to hold a sentence that can be transcribed and choosing and using the correct phoneme in spelling. |
| 5 | Observations indicate children have difficulty writing legibly using a joined handwriting script rather than printing. |
| 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 |
|------------------|------------------|
|------------------|------------------|

| | |
|---|---|
| <p>To know and use Set 2 and 3 phonics resulting in improved reading and spelling skills.</p> | <p>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.</p> |
| <p>Children can blend for reading and segment for spelling.</p> | <p>Children can blend 100% CVC and CVCC words using Set 2 and 3 phonics. Literacy Toolkit NCC screening tool assessment.</p> |
| <p>Children have developed a range of on sight words improving reading fluency. Children can understand what they have read. Children read regularly at home.</p> | <p>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 answer simple questions about a sentence they have read. Children read regularly at home and at school. Assess using Salford Reading Test – comprehension standardised score. 100% of targeted children have an improved standardised score.</p> |
| <p>Children can hold a sentence and write independent paragraphs.</p> | <p>Children can write independent paragraphs with phonetically plausible attempts at spelling using a growing range of spelling conventions.</p> |
| <p>Children can write legibly using joined handwriting style.</p> | <p>Children can demonstrate a legible joined handwriting style in books across subjects 90% of the time. End of year outcomes show 100% of children made good progress from starting point.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <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: £ 975

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teacher assistant 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 development of writing training for staff. Training for staff to ensure writing pedagogy is embedded. | EEF research on Moving Forwards, Making A Difference suggests staff training in building knowledge, motivating teachers, developing teaching techniques and embedding practice can have substantial positive impact on pupil outcomes. | 2 4 5 |
| Purchase of resources and training to develop a consistent whole school approach to handwriting. | As above. | 5 |
| 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 to 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: £ 810

| 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 | 1 2 3 4 5 |

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

Budgeted cost: £ 600

| 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 |
| Read2Dogs Therapy | Evidence from historical use shows that using Pets As Therapy to engage children to read to animal rather than human can provide support for mental health, pleasure in reading and build confidence. https://www.researchgate.net/publication/268219703_The_Effect_of_an_Animal-Assisted_Reading_Program_on_the_Reading_Rate_Accuracy_and_Comprehension_of_Grade_3_Students_A_Randomized_Control_Study | 3 6 |
| To support enrichment activities and opportunities to support development of cultural capital. | By funding trips, adventurous activities and residentials, this can have a positive impact on attitude, cultural capital, resilience and achievement. This is from historical evidence of having personal experience. | 6 |

Total budgeted cost: £ 2385+

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.

After training staff in phonics, providing school led tutoring and quality teaching and intervention 100% (6 out of 6) of targeted pupils showed an improvement in their phonic reading and spelling.

100% now know SET A phonics, 83% (5/6 children) know SET B & C phonics.

83% of children showed an improvement in their standardises reading scores (average group improvement of 14 points).

For the targeted group of children, their reading age showed an improvement of 9 months over a 5 month period following school led tutoring.

Free school meals children showed a significant improvement in scaled score for reading from 96 to 122.

100% of parents with a child accessing school led tutoring said they say an improvement in their child's confidence and enjoyment of reading.

100% of children have made progress with their writing from their starting point using Tipps tracking information and teacher assessments.

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.