

# 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	88
Proportion (%) of pupil premium eligible pupils	1.1% FSM PP 1.1% PP+ 1.1% Service
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
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	£1705
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£3705

# 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 or support them through emotional literacy support. 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.*

*We aim to enhance the professional development of all staff, benefitting all pupils in their knowledge and understanding of trauma informed practice. This should ensure that appropriate strategies are in place across the school to support those children who need it most, removing barriers to learning and providing a safe, supportive environment in which children can thrive.*

## 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.
7	Observations, multi agency work and parental meetings indicate some of our vulnerable children have experienced early childhood trauma. This has led to poor attendance and social, emotional mental health challenges.
8	Y6 cohort 2023-2024 attainment in core subjects.

## 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.	<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.</p> <p>Speed check using Read Write Inc assessments and phonic check materials.</p>
Children can blend for reading and segment for spelling.	<p>Children can blend 100% CVC and CVCC words using Set 2 and 3 phonics. Literacy Toolkit NCC screening tool assessment.</p>
Children have developed a range of on sight words improving reading fluency.	<p>Children can read Set 1, 2 &amp; 3 Action Words accurately 90% of the time. Action word list assessment. Children can read a simple sentence fluently.</p>
Children can understand what they have read.	<p>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.</p>
Children can write simple sentences moving to more complex sentences independently.	<p>Children can verbalise a sentence and record it independently using their phonics to help with unknown words. TIPPS tracker.</p> <p>End of year outcomes show 100% of children made good progress from starting point.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To provide trauma informed practice across school to support our most vulnerable.	<p>Attendance of vulnerable is above average or in line with peers.</p> <p>Children and parents respond they feel supported by school practice.</p> <p>Children engage with learning as SEMH needs are met.</p>
To support Y6 cohort 2023-2024 to achieve their full potential with additional support.	<p>% of Y6 2023-2024 achieving expected age related standards is in line with national averages.</p>

	All pupils make at least good progress from starting point as evidenced by progress scores.
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## 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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in Read Write Inc phonics for all staff	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 4 5
CPD for staff in SEMH including building resilience, creating well being and understanding SEMH.	Lightbulb scheme – St.Thomas' College 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 7
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 7

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

Budgeted cost: £ 1000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
School led tutoring (NTP) small group tuition – 3 hours a week delivered for a year including training time.	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 8

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

Budgeted cost: £ 1000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To support self-esteem and mental health and well-being through ELSA support and intervention.	Social and emotional learning can have moderate impact for moderate cost of approx. +4 months gain.	6
Extra curricular study groups offered to those children in Y6 to help them feel prepared for SATs to demonstrate full potential.	EEF evidence states additional small group support can effectively target disadvantaged pupils, low cost, moderate evidence base, 4 months gain impact.	8
SLT attendance at pupil premium network meetings and attendance network meetings to share good practice and training	EEF evidence stated CPD can have a significant impact on children's outcomes <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	6 7 8

**Total budgeted cost: £ 4000**

## **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 2021 to 2022 academic year.

Each term a group of students were selected to take part in small group school led tutoring outside of school hours. This was led by a trained teacher that the children were familiar with. The school led tutoring was focussed on literacy and mathematics curriculum was focussed on the areas where pupils benefited most from additional practice and feedback. This was phonics- utilised in blending for reading, segmenting for spelling and grammar work. The Read Write Inc Programme – Further Literacy Support was delivered to a group of students for 15 weeks, 2 hours a week.

As a result, all FSM children made good progress from their starting point and targets were met on their individual support plans. 100% of targeted children made progress from their starting points.

Set 1 phonics group showed 83% improvement of recall sounds..

Set 2 phonics group showed improvement of recall sounds at 83%.

Set 3 phonics groups showed improvement of recall sounds by 100%.

Standardised reading scores improved by an average of 5.8 months.

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 and joining us in Reception, 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*

<b>Programme</b>	<b>Provider</b>
LightBulb Mental Health Programme	St. Thomas' College.

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	One child receives service pupil premium. This money was spent on school led tutoring 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 offered targeted support outside of school hours.
What was the impact of that spending on service pupil premium eligible pupils?	The child was offered the support outside of school hours but not accepted by parents.

## **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 residential 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.