

Swanwick Primary School

# **Pupil Premium Strategy Statement**

## **2021**



***"Together We Achieve"***

## 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	Swanwick Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022/2023
Statement authorised by	Mandy Fogg
Pupil premium lead	Mandy Fogg
Governor / Trustee lead	Wayne Allsopp

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,530
Recovery premium funding allocation this academic year	£32,560 (catch up) £6380 (recovery premium)
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	£146,090 + £6380 = <b>£152,470</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Swanwick Primary School, it is our aim that all pupils, irrespective of their background or the challenges they face, THRIVE, make good progress and achieve their potential. The intention of our pupil premium strategy is to outline the support that disadvantaged pupils have and will receive in order to fulfil our aims as a school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The strategy outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. We are aware that quality first teaching is one of the most effective approaches in closing the attainment gap between disadvantaged pupils and their peers. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our strategy feeds in to our wider school plans for recovery post-Covid, through the implementation of the Government Recovery Premium.

At Swanwick, we know our children well and we are therefore able to make focused decisions around the best support to meet the needs of all our pupils including those who are disadvantaged. We achieve this by:

- ensuring disadvantaged pupils are suitably challenged in their work
- intervening early when additional needs are identified
- adopting a whole school approach to maintaining high standards and expectations for all pupils and fostering a 'can do' attitude within our learners

## Challenges

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

Challenge number	Detail of challenge
1	<b>Speech, Language and Communication skills</b> <ul style="list-style-type: none"><li>• A large proportion of disadvantaged children require support to develop their speech, language and communication skills.</li><li>• Speech and Language Link assessments helped us to identify difficulties early and plan for early support. This impacts pupils' ability to understand and follow instructions, processing spoken</li></ul>

	language and further impacted on their access to the wider curriculum and social opportunities
2	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• From our records in school and after discussions with pupils and parents we were aware that pupils do not have the opportunity and consistent support at home to read widely and frequently.</li> <li>• Reading skills and outcomes such as fluency and comprehension and performance in phonics screening checks were poor.</li> </ul>
3	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Difficulty with the language of reasoning and being able to apply learning to problem solve multi step problems</li> <li>• A lack of understanding of how to approach reasoning in maths due to poor reading comprehension skills</li> <li>• Times table knowledge and fundamental number knowledge not at age related expectations</li> <li>• Pupils find it difficult to transfer their mathematical fluency in number operations to reasoning questions</li> </ul>
4	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Significant gaps due to less writing being undertaken during lockdown</li> <li>• Lack of understanding of how to apply skills to the context of writing genres and structuring a written response</li> </ul>
5	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Persistent lateness means that children don't get a settled start to the morning, missing important input</li> <li>• Persistent absenteeism causes gaps in learning and levels of resilience</li> <li>• Both of these issues impact children's mental health, wellbeing, confidence and self-esteem</li> </ul>
6	<p><b>Confidence and emotional resilience and levels of regulation</b></p> <ul style="list-style-type: none"> <li>• Lack of emotional resilience to: try new things, make mistakes, resolve conflict, concentrate, build and maintain positive relationships, have a growth mind set</li> <li>• Unable to regulate their own emotions or recognise the emotions of others</li> <li>• Skills in working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds are lower</li> </ul>
7	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Physical development is not at ARE which means that they have not met their developmental milestones</li> <li>• EYFS pupils are not meeting the 10 Keys to School Readiness which means that they are not school ready, meaning that they have more to achieve to meet ARE</li> <li>• Lack of sporting clubs during lockdown means that their stamina and levels of physical fitness is not in line with non-PP</li> </ul>

	<ul style="list-style-type: none"> <li>• Families have not been able to access the usual referral routes and support for health due to C-19</li> <li>• Mental health and wellbeing has declined due to the constraints of C-19 - bereavement, separation, anxiety, loss of earnings, changes in family circumstances etc</li> <li>• C19 has had a big impact on the number of children eligible for Pupil Premium</li> <li>• Absent parents (armed forces, ill, live a distance away)</li> <li>• The nature of the local community means that pupils' access to a diverse society and cultural experiences is limited.</li> </ul>
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## 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
Number of late and persistent absentees reduces	<p>Reduction in lateness, persistent absentees.</p> <p>Parents working with school to improve attendance.</p>
PP children making at least expected progress (3 bands) from their starting points in reading and writing.	<p>Pupils are reading age appropriate books with understanding and are able to communicate this both verbally and in writing</p> <p>Pupils access Lexia and Bug Club programme to support reading skills</p> <p>% achieving the Y1 phonics screen is in line with national; and pupils apply spelling strategies independently</p> <p>Pupils (especially those in EYFS and Yr 1) will develop speech and language skills in keeping with a GLD</p> <p>Pupils' vocabulary is broader; they show greater comprehension when reading and use a wider range when writing</p> <p>Pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows</p>
PP children making at least expected progress (3 bands) from their starting points in mathematics	<p>Pupils are able to show their understanding of mathematical concepts through written expression</p>

	<p>Pupils working below ARE, make accelerated progress with maths, so that the gap between them and their peers narrows</p> <p>Pupils become proficient in using and understanding times tables and can be used to problem solve and applied to reasoning activities successfully</p>
<p>Pupils' mental health and wellbeing is sufficiently supported to facilitate learning and reaching academic potential</p>	<p>Reduction in frequency of behavioural incidents and in class disruption.</p> <p>Pupils are resilient &amp; able to learn</p> <p>Pupils concentrate and are engaged throughout lessons</p> <p>Pupils feel understood and in control of themselves</p> <p>Pupils showing self-managing behaviours</p> <p>Pupils accept support and use strategies to manage conflict, anxiety &amp; problems</p> <p>Pupils will develop strategies, which support them in overcoming or enabling them to work with the difficulties they have</p> <p>The updated behaviour policy is better placed to support the wellbeing of <b>all</b> pupils</p>
<p>School and families work together to remove social/emotional barriers to learning</p> <p>Children are supported to develop their physical capability</p>	<p>Pupils require less external motivation but show determination and drive themselves (engagement in lessons; response to feedback in books; engagement in wider school activities)</p> <p>Families are supported to manage difficult times through the use of PPod strategies/resources and take up signposting to external agencies for more long term support</p> <p>Parents feel they can use school to support them and their children</p> <p>Children's awareness, of the variety of opportunities they have now and in the future, is raised and they develop an attitude of self-challenge to achieve these</p>

	<p>Parents and children feel supported to help manage their mental health and wellbeing and develop positive strategies</p> <p>Children (particularly in EYFS and Year 1) physical development is broadly in line with peers and children achieve GLD in this area</p> <p>Children with health difficulties have a robust care plan in place which impacts attendance, positive experience of school etc.</p>
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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

Budgeted cost: **£88,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Maths Lead release time to monitor the teaching of Maths through coaching, shared planning, observations etc.	Ensuring high level of consistency throughout school means that children are familiar with the approach and levels of expectation remain high for all students  Mastery approach to learning identified in EEF as having a moderate impact	3
Curriculum time for English Lead to support the delivery of reading and writing approaches such as VIPERS, no nonsense spelling, Lexia	A consistent approach to teaching and learning in English means that we secure better progress and outcomes for all.  QFT, effective differentiation and support has a high impact on progress as identified in EEF Toolkit	2 and 4
Increasing capacity for adults in EYFS/Year 1 to deliver high quality speech and language interventions	Early Years interventions as having moderate impact in EEF Toolkit Early identification and intervention support pupils with SLCNs improves outcomes for those children	1

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

Budgeted cost: **£28,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group phonic and spelling support	Identified in EEF Toolkit as having moderate impact. Small group work has been identified as an effective strategy used over the years with high quality input from a teacher/TA	2 and 4



Group language interventions e.g. LEGO Therapy, speech link, language link, ECAT	Research evidences the impact of language based early intervention in removing barriers to learning and having a high impact on progress	1
Year 4/5 Maths Booster Groups	Small group work and meta-cognition identified as having moderate and high impact respectively  High level of need in the year group currently which needs more targeted, small group support	3

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

Budgeted cost: **£36,070**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Weekly attendance summaries and early intervention to spot falling attendance	Previous internal analysis has showed a positive impact on attendance with close monitoring, early intervention and maintaining close links with vulnerable families	5
Part funded Breakfast Club places	Supports a good start to the day by ensuring children are fed and can start their day on time and in a structured routine led way.	5 and 7
PPod support	Ppod support for pupils (in school) and parents (at home) in emotional regulation, therapeutic stories, social support, conflict resolution, self-esteem, working with parents as often as required (daily, weekly, drop in etc) - social and emotional learning identified by EEF toolkit as having moderate impact +4 and behaviour interventions +3, previous internal action research has shown the impact that working pastorally has on pupils and their families, particularly those who are disadvantaged	5, 6 and 7
Uniform vouchers	Supports a sense of belonging and school community, prevents social isolation, maintains levels of confidence and self-esteem which in turn impacts of learning in class	7
Subsidised school trips and residential	Allows disadvantaged pupils access to wider opportunities and rich experiences. Increases cultural capital	6 and 7

Music tuition	Hot House provide all pupils in Year 4 with weekly music lessons – arts participation is identified in EEF Toolkit as positive intervention enabling disadvantaged pupils to try new things and access learning which they may not otherwise have been able to do	6 and 7
School Welfare Officer, Family Support Worker, Pastoral Lead Roles	Supports health and wellbeing of students through the provision of Care Plans, liaising with families, EHAs, SEMH plans, behaviour support etc. – internal evidence and analysis shows how supporting whole families during times of crisis and vulnerability can impact significantly on pupils' mental health, attendance and ability to engage with learning	5, 6 and 7
Tapestry Licences extended to continue to support home school liaison for our most vulnerable children	Ensures consistency for the child, supportive way of informing school and home of anything that may affect learning, can offer intervention if needed to facilitate better outcomes for the child	5 and 7

**Total budgeted cost: £146,090**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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 Learning Systems 300 Baker Avenue, Suite 320 Concord, Massachusetts 01742  Lexia UK Ltd Level 8 Trinity Gate 32 West Street Gateshead NE8 1AD
Bug Club	Active Learn John Smith Court John Smith Drive Oxford Business Park Oxford OX4 2JY
Tapestry	The Foundation Stage Forum Ltd

	65 High Street Lewes East Sussex BN7 1XG
Speech and Language Link	Speech Link Multimedia Ltd Canterbury Innovation Centre University Road Canterbury Kent CT2 7FG

## Further information

We did not access the National Tutoring Programme as we felt that we could get the best outcomes using staff who knew our children well rather than external tutors who would need time to establish a working relationship with the children and identify gaps.

We have looked in to the School Led Tutor Programme as an alternative way to support our pupils, however it was felt that we already had a robust action plan in place to support our disadvantaged pupils and the cost implication would not be viable.