

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2023 - 24 academic year 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	Swansfield Park Primary School
Number of pupils in school	315 + 43 Nursery and 18 Pre-school
Proportion (%) of pupil premium eligible pupils	2 EY Pupil premium children 45 FSM children (13%) 21 Service children (6%) 6 PLAC children 1 LAC child
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Resource Management Committee
Pupil premium lead	Anne-Marie Grimes
Governor / Trustee lead	Angela Jefferies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88, 165
Recovery premium funding allocation this academic year	£6,936
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are supported by a team around the family, Early Help or children from low income backgrounds who do not meet the threshold for pupil premium. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are funded or not.

Quality First Teaching is at the heart of our approach, with a focus on acquisition of basic skills to ensure that disadvantaged pupils are able to access the broad and balanced curriculum on offer to them. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. All children have access to our on-going recovery curriculum which is evaluated and prioritised termly. In addition to this, targeted support through the COVID Catch up programme is offered to pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges as well as targeting individual needs. It is informed by our robust ongoing assessment cycles which direct the planning and delivery of our interventions.

These approaches complement each other and ensure that all children are active and successful learners. To ensure they are effective we will:

- prioritise access for disadvantaged children within the ongoing quality first teaching offer to ensure that they are given challenging opportunities
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- actively seek opportunities to develop cultural capital and wider experiences for our disadvantaged children

- engage parents to help them to support their children to become lifelong learners.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children do not have the communication and language skills or the necessary vocabulary to become successful readers and writers and to access the broad and balanced curriculum.
2	Some disadvantaged children do not have enough opportunities to be read to or to progress their own reading skills by reading to an adult.
3	Some disadvantaged children are working below their potential in maths, they lack fluency and recall of mathematical facts which affects their ability to problem solve.
4	Some disadvantaged children's life experiences do not prioritise the acquisition of knowledge and future aspiration.
5	Some disadvantaged children are currently experiencing social and emotional difficulties as a result of insecurities from adverse childhood experiences and / or the COVID pandemic.

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 and writing attainment among disadvantaged pupils.	KS 2 reading and writing outcomes in 2024/25 show that the number of disadvantaged pupils meeting or exceeding the expected standard is higher than national figures and that target setting and achievement shows ambition and progression for all disadvantaged children.

Improved maths attainment for disadvantaged children	Assessments and observations show that disadvantaged children have secure fluency and representational skills by the end of KS1 and can apply these skills to problem solve effectively by the end of KS 2
Improved and sustained positive attitude, engagement and attainment of disadvantaged children	<p>Children demonstrate that they have learnt more and remember more.</p> <p>Children have a positive attitude to their ongoing education and are able to articulate their future aspirations.</p> <p>Families work effectively alongside school to value learning through engagement with the blended learning offer.</p>
Improved social and emotional resilience of disadvantaged children	<p>Children readily accept challenge and are less likely to fight or flight.</p> <p>Thrive assessments indicate that children have acquired strategies which support their emotional stability.</p> <p>Children interact in a socially appropriate way with their peers and adults.</p> <p>Children are prepared and excited about moving into secondary education.</p>

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: £13,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic Development - Online RWI portal with CDP for teaching staff and teaching assistants who deliver Read, Write Inc; 1:1 tutoring programme paired and additional reading sessions (£3,550)	Evidence demonstrates that intensive tuition in small groups and 1:1 support is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	1 and 2
Mathematics Provision - In line with the school's mastery approach to mathematics teaching, teaching assistants will be deployed to support inclusive mathematics lessons based upon the DfE Ready to Progress criteria. (£5,000)	Evidence demonstrates that inclusive mathematics teaching is very effective, particularly when pupils are in mixed ability groups where children can explain concepts to their peers and benefit from listening to the explanations of others.	3
SATs Preparation - targeted provision for year 6 pupil premium children (£2,000)	Ensuring that pupil premium children access support to maximise potential in year 6	2 and 3
Thrive Practitioner Training Training for an additional practitioner within school (£2,500)	The Leuven Scale highlights the need for high level of emotional well-being to learn effectively. Post pandemic, there is a need for a mental health lead to support the well-being of pupils and ensure that they are emotionally able to access learning	4 and 5

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support pupil premium children within key stages 1 and 2 to access the age appropriate curriculum and work at the expected level (£15,000)</p>	<p>The EEF has identified strategies which have the most impact on pupil's learning such as metacognition and mastery which delivered on a one to one / small group basis with children receiving quality feedback will accelerate learning and enhance literacy and numeracy skills. Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 and 3
<p>Chatterbox Play sessions to be funded at Tic Toc through the Summer holiday to reinforce and continue to develop communication and language skills in preparation for reception and year 1. (£1,000)</p>	<p>EFF evidence shows that poor speech development can have a long term impact on learning. The language and communication skills of children in reception through school assessments post lockdown indicate that they may not have the skills necessary to access the key stage 1 curriculum</p>	1 and 2
<p>Early Years Support to provide dedicated sessions to develop core skills - communication and language, PSED, physical development and mathematics (£8,000)</p>	<p>Following two extended periods of lockdown, our assessments show that children's progress in these core areas is frequently not in line with age related expectations.</p>	1, 3, 4, 5
<p>NELI Nuffield Early Language Intervention is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language. (£3,000)</p>	<p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap. EEF trial showed that NELI can give +2 months progress for Communication and Language skill. This is the 3rd year of NELI at Swansfield and school based evidence shows that it positively impacts progress with communication and language skills</p>	1
<p>Phonic Development - teaching assistants to deliver Read, Write Inc; 1 to 1 tutoring programme, paired and additional reading sessions (£5,000)</p>	<p>Evidence demonstrates that intensive tuition in individual and small groups is very effective, particularly when interventions are purposeful, time measured and pupils are grouped according to current level of attainment or specific need.</p>	1 and 2

iLearning - Additional learning time, before or after the school day is offered to pupil premium children in key stage 2 through our Learning Plus programme (£5,000)	Evaluations have shown that a number of pupil premium children are not routinely engaging with homework tasks of our blended learning offer and are therefore not securing basic skills.	2, 3, 4
Summer School - provide targeted learning activities for key stage 2 pupils during the summer holiday (£5,000)	Evidence from previous cohorts shows that access to on-going education via the summer school provision helps pupil's to maintain behaviour for learning and basic skills.	2, 3, 4

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial Support to subsidise residential and educational visits, out of hours activities, music and swimming. (£15,000)	All children are entitled to benefit from the rich opportunities that our school provides both through and beyond our ambitious curriculum. Through the offer of financial support, this will be available to all pupil premium children. We acknowledge that being involved in extra-curricular activities may increase attendance and enjoyment of school life. Funding out of hours placements helps to maintain family well-being during holiday periods.	4
Children and Families Worker (£5000)	Our Strategic Plan sets out a commitment to family well-being and engagement. Evidence shows that early help when families experience difficulties can be significantly beneficial. The children and families worker will work alongside Early Help services, EWO and a range of other extended support services to positively impact upon life experiences for our disadvantaged children	4, 5
Forest School - targeted provision for all pupil premium children with a forest school leader within our outdoor environment. (£5,000)	For our children to have the opportunity to secure and apply their basic skills beyond the classroom, to build resilience, independence and experience success when working as part of a team	4, 5
Thrive - continue to subscribe to Thrive and implement a whole school approach to support the	Our strategic plan sets out our commitment to ensuring that children are socially and emotionally resilient. Following the COVID crisis a more robust and consistent whole school approach to	5

social and emotional needs of pupil premium children. (£10,000)	delivering this support is needed particularly to support our more vulnerable children	
---	--	--

Total budgeted cost: £ 90,050

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 2022-23 academic year.

Outcome 1: Improve oral language skills and vocabulary among disadvantaged pupils.

EYFS: 2 out of 4 PP children achieved the ELGs for Communication and Language.

EYFS Hop In Provision: A Hop in provision for the delivery of small step targets for core skills (C and L and PSED) was set up for children within Nursery. This small and nurturing environment facilitated a number of vulnerable children to make progress with communication and language targets by working with TAs under the direction of the Nursery teacher and SEND lead. The significantly positive impact of this provision in regulating a number of vulnerable children to access their personal target work has informed a decision to maintain and build upon this provision in 2023-24 by rolling it out to children in Nursery and Reception.

NELI was used in Reception for those not at the expected level for C and L. Although the 2 of the 3 PP children who received this intervention did not go on to achieve the ELGs for C and L, analysis of their progress throughout the programme shows significant improvement, particularly in their ability to listen to and follow instructions and turn-take in conversations. Evaluative conversations with staff who deliver this intervention indicate that it continues to have a positive impact on those who receive it and so it will continue to run in 2023-24.

Chatterbox Play provision was available for three weeks in the summer holiday of 2023 and this enabled the 3 PP children who had not achieved the expected standard for C and L to access high quality play provision, based around core texts which focused upon using story book language and re-telling well known stories. Evaluative conversations with staff who deliver this provision identified that all children showed increased levels of confidence and well-being as the sessions progressed. All children engaged freely with the oral activities and responded positively to working in a small group environment with known adults. As a consequence of this, the provision will run again in the summer of 2024.

Funded Theatre Provision: All pupil premium children in KS1 and KS2 experienced at least 1 author visit and live theatre event during the year 2022-23. These high quality

experiences supported the acquisition of new vocabulary and contributed to building a positive attitude towards communication, literature and reading.

Outcomes 2 and 3:

Improved reading and writing attainment among disadvantaged pupils.

Improved maths attainment for disadvantaged children

School data demonstrates that pupil premium funding supported the following outcomes:

EYFS

25% (1 out of 4) of Reception children achieved GLD, all 4 children achieved the ELG for gross motor skills and 50% achieved all strands of communication and language. All children made progress from their starting points in both Nursery and Reception.

Phonics

67% (4 out of 6 children) Y1 children passed the phonics check in June 2023, this is 5% above the national average for disadvantaged learners.

Children continued to engage in rigorous daily RWI provision in groups of between 5 and 16, depending upon need. All children made a minimum of 3 colour groups of progress throughout the RWI programme during Y1.

5 of the 6 disadvantaged learners were identified at the start of Y1 as 'in danger' of not achieving a phonic check pass and so received intensive 1:1 phonics tutoring with a learning mentor to ensure a successful outcome.

2 disadvantaged children took the Y2 phonic re-check and 1 achieved the expected standard. The child that did not achieve, who has an EHCP, made 2 colour groups of progress through RWI within Y2 which was enabled by daily 1:1 RWI sessions.

End of KS1

(6 children)

Reading: Disadvantaged pupils outperformed non-disadvantaged (83% disadvantaged, 71% non disadvantaged). This is significantly above the national figure for disadvantaged (51.5%). Where necessary, children received extra reading per week and support with reading fluency with the KS1 learning mentor to ensure successful outcomes.

Writing: 50% of disadvantaged children reached the expected standard, 9% above the national average for disadvantaged learners. Handwriting and writing stamina proved to be a barrier to success and this will be targeted in next year's pupil premium provision.

Maths: 67% of disadvantaged children reached the expected standard, 15% above the national average for disadvantaged children. 17% of disadvantaged children achieved greater depth, 10% above the national average for disadvantaged learners. Where necessary, disadvantaged learners engaged in weekly maths interventions to support the achievement of successful outcomes

End of KS2

Reading: 55% of disadvantaged children reached the expected standard. This was below the expected standard for disadvantaged learners nationally.

Writing: 55% of disadvantaged children reached the expected standard, 1% below the average for disadvantaged learners nationally.

Maths: 64% of disadvantaged children reached the expected standard, 7% above the national average for disadvantaged learners.

Across reading, writing and maths, 46% achieved the expected standard, 3% above the national average for disadvantaged learners.

Whilst we recognise that non disadvantaged children frequently out-perform their disadvantaged peers nationally, we acknowledge the gaps between the disadvantaged and non disadvantaged children within our school. Further opportunities to narrow these gaps will be identified and detailed in this year's strategy. These will include: iLearning sessions, targeted interventions - evaluated and set on a half termly basis (SPaG, reading comprehension, arithmetic) and others that respond on a weekly basis to big maths and spelling scores, Summer school provision for new to Y6 with an English and maths focus to enable children to maintain basic skills over the summer months.

Outcomes 4 and 5

Improved and sustained positive attitude, engagement and attainment of disadvantaged children

Improved social and emotional resilience of disadvantaged children

Pupil Voice activities which ensure representation from disadvantaged pupils on a termly basis, indicate that the school's 3Cs are supporting disadvantaged pupils to acquire positive behaviour for learning.

Thrive provision has supported 12 disadvantaged children over the past year. This has been led by individual or small group plans which are targeted to support identified social and emotional needs.

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

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?	All service pupils accessed all of the activities / interventions if needed and benefited from financial support
What was the impact of that spending on service pupil premium eligible pupils?	This spending supported services children to achieve the expected standard or above and where this was not the case, supported targeted intervention to ensure speedy progress. This spending also enabled 50% of services children to receive funded music lessons.

Further information (optional)

Our approach to supporting pupil premium children has been developed over many years and is bespoke to address the identified needs of individual children and cohorts. In this reporting period, no externally provided programmes were purchased specifically for pupil premium children. However, a package of web based learning materials was available for pupil premium children, including Reading Plus, Spelling Frame, SPaG.com, Times Table Rockstars, Numbots. All pupil premium children are offered technology hardware for use at home and received regular welfare checks from class teachers and SLT.