

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	Swansfield Park Primary School
Number of pupils in school	306 + 55 Nursery and Pre-school
Proportion (%) of pupil premium eligible pupils	% (6) EY Pupil premium 15.4% (47) FSM / Ever 6 4.3% (19) Services 3.1% (10) LAC / Adopted from Care
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 (Second year 2022 -23)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Resource Management Committee
Pupil premium lead	Jenny Smith
Governor / Trustee lead	Angela Jefferies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,144
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 or a core group and 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 experience does 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 more than 80% of disadvantaged pupils meet the expected standard.
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 - Retraining teaching staff and teaching assistants to 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	
Senior Mental Health Lead - to provide training for the SMHL (£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	

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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 (£20,000)</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>	<p>1, 2 and 3</p>
<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. (£3,000)</p>	<p>EEF 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>	<p>1 and 2</p>
<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>	<p>1, 3, 4, 5</p>
<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 1st year of NELI at Swansfield and school based evidence will be gathered over the duration of the course to assess impact.</p>	<p>1</p>
<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>	<p>1 and 2</p>
<p>Learning Plus - Additional learning time, before or after the school day is offered to pupil premium children in key</p>	<p>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.</p>	<p>2, 3, 4</p>

stage 2 through our Learning Plus programme (£5,000)		
Third Space Intervention - targeted provision for year 5 and Year 6 pupil premium children. This one-to-one, online tutoring programme provides children with a personalised learning journey to develop and secure their mathematical fluency as well as their ability to apply their understanding. (£5,000)	Third Space Learning has had a positive impact on the mathematical attainment of previous cohorts as well as supported a number of children to feel more confident in their mathematical ability. Ongoing assessment information and evaluations based upon the DfE RtP indicate that a number of pupil premium children continue to work significantly below age related expectations and that targeted, personalised provision in addition to their daily maths lesson is required in order to accelerate progress.	3
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: £37,000

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
Parent Support - "Working Together" support programme. Launching EY-KS1 group and Y3-Y6 group in order to deliver age appropriate programme with a weekly theme (£5,000)	Our Strategic Plan sets out a commitment to family well-being and engagement. This parent programme offers practical and age appropriate support to all pupil premium children and their families. Our parenting group was established with support from the HINT team and is a weekly drop in session for parents. The focus being the promotion of positive family relationships through shared learning activities	4, 5
Forest School - targeted provision for all pupil premium children with a forest school leader	For our children to have the opportunity to secure and apply their basic skills beyond the classroom, to build resilience, independence	4, 5

within our outdoor environment. (£5,000)	and experience success when working as part of a team	
Thrive - continue to subscribe to Thrive and implement a whole school approach to support the social and emotional needs of pupil premium children. (£12,000)	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 delivering this support is needed particularly to support our more vulnerable children	5

Total budgeted cost: £ 104,050

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 2021 to 2022 academic year.

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

55.5% (5 out of 9 children) achieved a good level of development at the end of the foundation stage in July 2022.

72.7% (8 out of 11 children) passed the phonics check in June 2022

At the end of key stage 1, 100% achieved the expected standard in reading, writing and maths with 60% achieving greater depth in reading and 50% in writing and maths

At the end of key stage 2, 50% achieved the expected standard in reading (20% at greater depth), 60% achieved the expected standard in writing (10% at greater depth) and 60% achieved the expected standard in maths (30% at greater depth).

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

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>With the exception of a child with SEND all service pupil premium eligible pupils achieve at or above the expected age related standard.</p>
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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.