

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	312 + 36 Nursery and 19 Pre-school
Proportion (%) of pupil premium eligible pupils	81 children (23%) Nursery to Year 6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Strategic Policy and Development Committee
Pupil premium lead	Anne-Marie Grimes
Governor / Trustee lead	Angela Jefferies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 96, 220
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 well 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 aim for all disadvantaged children to reach at least national expectations in all areas.

We consider the challenges faced by all vulnerable pupils, including those who are supported by a team around the family, Social Care, Early Help or children from low income backgrounds who do not meet the threshold for pupil premium. The action and funding allocation outlined in this statement is also intended to support their needs, regardless of whether they are funded or not.

High quality teaching is at the heart of our approach, with a focus on the acquisition of core skills, ensuring access to the broad and balanced curriculum on offer at Swansfield and beyond into the secondary phase of children's education. This begins in Early Years where communication and language is prioritised and continues through each key stage ensuring that children can confidently articulate their learning and communicate effectively with others. Crucially, we are committed to ensuring that by the age of seven, all children are competent readers. We are unwavering in our pursuit of this through the teaching of early phonological awareness, The Read Write Inc synthetic phonics programme and an English curriculum that develops both competent comprehension skills and a love of reading.

We recognise that successful education requires children to have high levels of well-being and is underpinned by strong relationships between children, staff and families. We prioritise this and ensure that there is a robust and well planned welfare and extra-curricular offer at Swansfield to support children's development as active and thriving citizens.

Our approach is always 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.

Our strategy intends to enable all children to thrive as active and successful learners. To ensure this 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 families to help them 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	Assessments, observations and discussions with children, staff and families indicate that some children do not have the emotional literacy skills to communicate in an appropriate way and build positive relationships. This is more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in Early Years and Key Stage 1 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Analysis of internal and external data indicates that a higher proportion of disadvantaged children are not working at the expected or greater depth standards in reading, writing and maths compared to their non-disadvantaged peers.
4	Our attendance data over the last three years indicates that a higher proportion of our disadvantaged children are persistently absent and struggle with punctuality when compared with their non-disadvantaged peers.
5	Many of our disadvantaged children have limited experiences and opportunities outside of school and therefore lower aspirations for their future.

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 self awareness, well-being and regulation increases children's readiness to learn and ability to form and maintain relationships that enable them to thrive	<p>Observations and reflections from class teachers, Thrive practitioners and teaching assistants indicate that:</p> <ul style="list-style-type: none"> • children are increasingly ready to learn • children have a range of strategies that they can use (with

	<p>the support of trusted adults where needed) to self regulate and use their growing emotional vocabulary to articulate their feelings and emotions</p> <ul style="list-style-type: none"> ● children are able to seek support from their trusted adults when they need it ● children begin to develop healthy friendships with their peers
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 outcomes among disadvantaged children.	Reading and writing outcomes for disadvantaged children in all cohorts mirror the outcomes achieved by their non-disadvantaged peers.
Improved maths outcomes among disadvantaged children.	Maths outcomes for disadvantaged children in all cohorts mirror the outcomes achieved by their non-disadvantaged peers.
Achieve and sustain improved attendance and punctuality for all children, particularly our disadvantaged children.	<p>Sustain high attendance for all statutory school aged children demonstrated by:</p> <ul style="list-style-type: none"> ● an overall school attendance figure of 95% and above, ensuring that there is no attendance gap between disadvantaged children and their peers. ● early intervention ensures that families are supported to avoid persistent and severely persistent absence.
Sustain the rich and broad extended offer available for all children, ensuring there is equal access for disadvantaged children.	Sustained high levels of engagement and enjoyment shown in qualitative and quantitative data from pupil voice and parent surveys, extra curricular uptake and governor visits

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: £18,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 (£1350)</p>	<p>EEF evidence suggests that a synthetic phonics approach to early reading can have a significant benefit on attainment (up to +5 months). This relies on staff having relevant training. EEF evidence suggests that 1:1 tuition can have a significant benefit on attainment (up to +5 months).</p>	3
<p>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. (£15,000)</p>	<p>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.</p>	3
<p>National College Membership Access for all members of staff to the national College's extensive programme of CPD. This can be directed to whole staff, groups or individuals to support school improvement. £1680</p>	<p>EEF suggests that supporting high quality teaching is pivotal in improving children's outcomes. Research shows that high quality teaching can narrow the disadvantage gap and that effective professional development plays a crucial role in improving classroom practice and outcomes for learners.</p>	2 and 3
<p>Thrive Portal On-going access to the Thrive portal for continuing CPD and teaching resources. £500</p>	<p>The Leuven Scale highlights the need for high levels of emotional well-being in order to learn effectively.</p>	1

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

Budgeted cost: £45,994

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 (£10,000)</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.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Additionally, targeted 1:1 support is recognised by the EEF as having the potential for + 5 months positive impact on progress.</p>	<p>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. (£1,000)</p>	<p>EEF evidence shows that poor speech development can have a long term impact on learning.</p> <p>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>Communication and Language Interventions: Talk Boost, Drawing Club and school initiated intervention</p> <p>Teaching assistants to deliver interventions that are regularly reviewed and evaluated for impact. (£5,000)</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 trials show that Communication and Language interventions can have up to +7 months of positive impact for disadvantaged children.</p>	<p>2</p>
<p>Accelerated Reader</p> <p>Use of the Accelerated reader scheme to improve reading skill and build a culture of reading for pleasure.</p> <p>Use of Accelerated Reader also to provide an assessment structure to measure progress and diagnose barriers to progress (£3994)</p>	<p>The Reading Agency reports that:</p> <p><i>Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly</i></p> <p><i>Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.⁶</i></p> <p><i>16-year-olds who choose to read books for pleasure outside of school are more likely to</i></p>	<p>3 and 5</p>

	<i>secure managerial or professional jobs in later life.</i>	
Phonic Development - Teaching assistants to deliver Read, Write Inc; 1 to 1 tutoring programme, small group and additional reading opportunities (£15,000)	EEF evidence suggests that a synthetic phonics approach to early reading can have a significant benefit on attainment (up to +5 months). This relies on staff having relevant training. EEF evidence suggests that 1:1 tuition can have a significant benefit on attainment (up to +5 months).	3
iLearning - Additional learning time, before or after the school day is offered to pupil premium children in key stage 2 (£6,000)	School data indicates that disadvantaged children at Swansfield are less likely to complete home learning on a weekly basis iLearning sessions provide support for children to complete home learning alongside an experienced teaching assistant	3, 5
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.	1 and 3

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

Budgeted cost: £33,743

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. £15000	All children are entitled to benefit from the rich opportunities that our school provides both through and beyond our ambitious curriculum. Internal data indicates that take up for paid opportunities beyond the classroom is lower for disadvantaged learners. Allocating funding to these opportunities ensures that children are not penalised because of a lack of financial resources.	5
Children and Families Worker £10000	Strong partnership and between home and school and an early identification of need and support can lead to better outcomes for children https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents School data indicates that between 2022 and December 2024 (Commencement of role) the persistent absence level at Swansfield has reduced by 5%	4 and 5

<p>Forest School - targeted provision for all pupil premium children with a forest school leader within our outdoor environment. (£6,000)</p>	<p>The New Economics Foundation conducted research into the impact of forest school provision on a group of children who were not progressing well in a traditional classroom setting. Findings showed positive impact upon: Confidence, social skills, communication, motivation, physical skills and knowledge and understanding</p>	5
<p>Clarty Commandos Weekly provision targeted to those who are experiencing challenges with well-being, self esteem and positive behaviour for learning £2000 (Cost split between PP and SEND budget)</p>		5
<p>Thrive - continue to subscribe to Thrive and implement a whole school approach to support the social and emotional needs of pupil premium children. (£1743)</p>	<p>An independent study looking into the social return on investment of the Thrive Approach estimates that between £7.70 and £9.06 of value for society is generated for every £1 invested in its implementation.</p>	5

Total budgeted cost: £ 98,267

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.

Achievement

EYFS:

86% of PP children achieved all Communication and Language ELGs

(LAU: National 82.2%, School 87.2%, Speaking: National 82.8%, School 89.7%, Comprehension: National 80.6%, School 87.2%)

71% of PP children achieved Literacy ELGs

(Word Reading: National 76.2%, School 84.6%, Writing: National 71%, School 84.6%)

57% of PP children achieved the ELGs for Mathematical Development

(Number: National 78.9, School 89%, Numerical Patterns: National 78.9%, School 84.6%)

KS1:

50% of PP children achieved a Year 1 Phonic Check pass.

(National: 79%, School 82%)

KS2:

57% of children achieved the expected standard for Reading

(National: 74%, School: 80%)

57% of children achieved the expected standard for Writing

(National: 72%, School 73%)

78% of children achieved the expected standard for maths

(National: 73%, School: 84%)

Social and Emotional Support

21 children in receipt of PP funding received support through the Thrive programme. This supported them to build and maintain healthy relationships, develop strategies to manage worries and situations that they found difficult and grow positive mindsets for learning and future aspiration.

17 children and their families received support from the school's Children and Families Worker (7 of these with Early Help) and this led to recorded improvements in attendance, punctuality, engagement with school and family life.

Life Experiences and Future Aspirations

All children in receipt of PP funding were offered the opportunity for funded music lessons and 23 children took up this offer, including Rock Steady which was added in February 2024.

All children in receipt of PLAC or FSM PP funding were offered financial support for all school trips which incurred additional costs and additionally, for those in Y4 and Y6, funding was offered to pay for residential visits.

All children in receipt of PP funding were consulted when sporting opportunities arose and were given the opportunity to represent their school in competitions and to take up opportunities to experience live sporting events.

All children in receipt of PLAC or FSM PP funding were offered free places at extra curricular clubs and take up for this was high with all children taking at least 1 club across the academic year.

KS2 PP children were actively encouraged to apply for senior student roles in school, including Castle Captains, Head Boy and Girl, Librarians, Lunch Time Crew, Play Time Leaders. PP children are represented within these roles.

Externally provided programmes

Programme	Provider
NELI	OxEd and Assessment
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance
Rock Steady	Rock Steady

The Thrive Approach	Thrive
---------------------	--------

Service pupil premium funding

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.

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.