



Pupil Premium Strategy Statement 2020 - 2022

School overview

Metric	Data
School name	Swallowdale Primary School
Pupils in school	383
Proportion of disadvantaged pupils	3 rd Centile 40-60% 18.8% R-Y6
Pupil premium allocation this academic year	£92,400
Academic year or years covered by statement	2020-2022
Publish date	October 2020
Review date	July 2021
Statement authorised by	Samantha Harries
Pupil premium lead	Samantha Marriott
Governor lead	

Disadvantaged pupil progress scores for last academic year (From Liaise)		Disadvantaged pupil performance overview for last academic year (From Liaise)	
Measure	Score	Measure	Score
Reading	2019 -2.28	Meeting expected standard at KS2	% 44
Writing	2019 +0.76	Meeting high standard at KS2	% 0

Maths	2019	0.34	
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Review: last year's aims and outcomes

The DfE understands that due to coronavirus and school closures, it won't be possible to evaluate the impact of the pupil premium grant for all of the 2019/20 academic year.

Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021.

Review 2019-2020

Aim	Outcome	Expenditure
Improved progress in reading.	The predicted outcome for disadvantaged children in the current Y6 is 56.3% and a progress score of +0.05	£58,500
Improved progress in maths.	The predicted outcome for disadvantaged children in the current Y6 is 50% and a progress score of -0.02	£10,039
Improved language skills seen in FS and KS1 PP pupils	By the time of Lockdown, Talk Boost was completed with FS. LSA trained to deliver bespoke speech and language programmes to identified children. Sept 2020 data indicates that 66% PP pupils achieved over 32 in the phonics assessment.	£50
Improved mental health and well-being of pupils.	By the time of Lockdown, Relax Kids was successfully completed by 12 children. Y4 and 5 completed Mental Health and Wellbeing lessons.	£15,371
Persistent absence of PP pupils will decrease.	By the time of Lockdown, persistent absence for PP pupils was reduced from 17% to 12%	£0

Strategy aims for disadvantaged pupils 2020

Measure	Activity
Priority 1 Academic	Ensure all staff having received relevant training to ensure that new schemes and high-quality interventions are implemented and monitored effectively.
Priority 2 Pastoral	Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate. To take this into consideration when specific intervention and support is planned for.
Barriers to learning these priorities address	Staff confidence in delivering new schemes for reading, phonics and maths.

Measure	Teaching priority for current academic year	Targeted academic support
Priority 1 and 4 Reading and Phonics	<ul style="list-style-type: none"> - Ensure all relevant staff (including new staff) have received training and support to deliver the phonics and reading programme effectively. -Ensure all staff have received training so they can baseline screen all pupils in reading to ensure they are reading an appropriate levelled book. -Work with Phonics and Reading Leads to embed effective phonics practice across all year groups. -Phonics policy has been written and consulted on and now needs to be embedded across all year groups 	<ul style="list-style-type: none"> -Ensure that there is a core offer for PP pupils in place (such as reading 3 x week in KS1 and 2 x week in KS2). -Establish small group reading/ phonics interventions for PP pupils not making positive progress using high quality/good impact interventions.
Priority 2 Writing	<ul style="list-style-type: none"> -Ensure all staff have received training and support to deliver the new spelling scheme. - Improve the planning of writing sequences for each 	<ul style="list-style-type: none"> -Ensure quality pre-teaching and post-teaching is in place where necessary so that PP children make positive progress.

	<p>year group.</p> <p>-Ensure whole class feedback ensures progress in writing.</p>	-Ensure small group spelling interventions are in place for PP pupils not making positive progress.
Priority 3 Maths	-Ensure planning is aligned to the progression documents for maths so that learning can be broken down into smaller steps where necessary.	
Barriers to learning these priorities address	<p>Previously, pupils did not read books from an effective evidence-based reading scheme, which hindered progress in reading. PP pupils are less likely to read at home to an adult regularly and to practice their spellings for homework.</p> <p>Pupils did not have access to high quality texts read out loud by an adult.</p> <p>Staff did not initially feel confident using the RWI phonics scheme, so a mixture of phonics teaching occurred.</p> <p>Staff confidence in the teaching of maths needed to improve so that they could move away from the set structure of Maths No Problem towards more a more differentiated and small steps teaching approach.</p>	
What evidence has been used to identify the issues?	<p>End of Key Stage 2 progress data</p> <p>Learning Reviews each term with class teacher.</p> <p>Analysis of Pixl Assessment data.</p> <p>Analysis of KS1 phonics progress data.</p> <p>Book Look</p> <p>Quadrant Tracking</p>	
What research evidence supports this approach?	EEF identified that high quality feed back is high impact/low cost.	
Projected Spending	£84,400	

Wider Strategies for the current academic year (pastoral)

Measure	Activities
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<p>Priority 5 Attendance</p>	<p>Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate. To take this into consideration when specific intervention and support is planned for.</p> <p>This strategy to include:</p> <ul style="list-style-type: none"> -Informing parents when attendance of pupils is below 92% to prevent it falling to below 90%. -Promoting prompt and regular communication with parents of those pupils whose absence falls between 92 -90% to ensure it improves. -Ensuring that parents of persistent absence pupils are met with in a supportive manner to work together on an action plan which will be reviewed every 6 weeks. -Promoting prompt and regular communication with parents to celebrate improvements in attendance. -Financial support for PP pupils to attend breakfast club if there is involvement with Social Care.
<p>Priority 6 Wellbeing</p>	<ul style="list-style-type: none"> -Breakfast provided for pupils in need. -PE kit and uniform provided for pupils in need and involved with social care. -Establish Rabbit Club with therapy rabbits. -Relax Kids therapeutic services -ELSA -1:1 Counsellor where necessary. -Contribute 25% of the cost of trips and residentials. -After school activity club
<p>Priority 7 Parental Engagement</p>	<ul style="list-style-type: none"> - Targeting the needs of specific families, providing additional social and emotional support where necessary.
<p>Barriers to learning these priorities address</p>	<p>Some pupils struggle to get to school on time and so don't come at all, or the taxi comes too late.</p> <p>Some pupils live at the very edge of the catchment area in social housing approx. 30 minutes walk uphill.</p> <p>Having increased social and emotional needs has a negative impact on a pupils ability to learn, concentrate and make and keep positive relationships.</p> <p>Remote learning, little or no access to devices.</p>
<p>What evidence has been used to identify the issues?</p>	<p>Ofsted highlighted that persistent absence of PP pupils is higher than it should be and although decreasing, should be much lower.</p>
<p>What research evidence supports this approach?</p>	<p>DfE information states that there is a direct correlation between attendance and attainment.</p> <p>Maslow's hierarchy of needs – hunger impairs ability to concentrate and learn.</p>

	The EEF suggests that developing parental involvement can benefit pupils' social and emotional development as well as their academic progress.
Projected Spending	£8000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of inset days, staff meetings and extra twilight sessions.
Targeted support	Ensuring enough time and support for English Lead/Phonics Lead/Maths Lead to ensure staff are effectively implementing small groups.	Subject Leads to work closely with teachers to upskill them in planning and preparing their intervention so that they are specifically tailored for the children within that group. Teachers to take ownership of assessing and monitoring the progress of these children and feeding this back to the Subject Leads who can, in turn, monitor the effectiveness of the intervention.
Wider strategies	Engaging the families facing most challenges Building relationships with families and upskilling parents/carers on specific issues they face	Engaging the families facing most challenges Building relationships with families and upskilling parents/carers on specific issues they face