



Pupil premium strategy statement 2022 - 2023

This statement details our school's use of pupil premium 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	Swallowdale Primary
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	21.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Harries
Pupil premium lead	Barry Lamble
Governor / Trustee lead	Carl Musson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,285
Recovery premium funding allocation this academic year	£12,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£113,435

Part A: Pupil premium strategy plan

Statement of intent

At Swallowdale Primary School we aim to use the Pupil Premium funding to ensure that our disadvantaged pupils leave our school with the same skills and knowledge as our non-disadvantaged pupils in order to prepare them for the next stage of their journey.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as young carers and pupils with a social worker so the activities outlined in this statement are intended to support their needs, whether they are disadvantaged or not.

Our ultimate objectives are to:

1. Remove the barriers to learning created by poverty, family circumstance and background.
2. Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
3. Ensure ALL pupils are able to read fluently and with good understanding to enable them to access all of the curriculum offered to them.
4. Develop confidence in the ability of our pupils to communicate effectively in a wide range of contexts.
5. Enable our pupils to look after their social and emotional wellbeing and to develop resilience.
6. Remove the barriers for our pupils that lead to poor attendance (below 90%).
7. Ensure that our highest attaining disadvantaged pupils also reach their true potential

How we aim to achieve these objectives.

We will consider three main approaches to our spending:

- High-quality teaching. Ensuring an effective teacher is in front of every class has been 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.
- Targeted academic support. There is strong evidence to show that activities where pupils work in smaller, more focussed groups (interventions) with an effective teacher or teaching assistant can have a positive impact on



achievement as long as the intervention is linked to the classroom teaching and the curriculum.

- Wider strategies. This is acknowledging that there are non-academic challenges to success in school such as wellbeing, attendance and behaviour which may also make it difficult for our disadvantaged pupils to achieve academically.

The key principles of our strategy plan.

- We will ensure that we have a detailed understanding of the barriers our disadvantaged pupils face by undertaking a variety of robust assessments which may include looking at:
 1. Attendance data.
 2. Attainment data.
 3. Information from adults in our school on wellbeing, mental health and safeguarding.
 4. Diagnostic assessments which provide opportunities to reflect on our pupils' thinking, strengths and weaknesses.
- We will foster a whole school approach where all adults have high expectations for what all pupils can achieve; both disadvantaged and non-disadvantaged.
- Developing resilience, having positive wellbeing and good attendance for our pupils will be valued and encouraged by all staff.

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter school in the Foundation Stage with underdeveloped language.
2	Pupils commitment to learning and resilience in lessons varies.
3	Due to lack of parental engagement pupils have little opportunity to read out of school and demonstrate a lack of knowledge about the world.
4	Limited language skills; pupils are unable to write effectively and coherently.
5	Greater difficulties with phonics. This negatively impacts development as readers. (Year 1 – 77%)



6	Attendance. The percentage of disadvantage pupils whose attendance is less than 90% is greater than for non-disadvantaged.
7	Engagement with technology. Our observations indicate that despite having access to technology during the school closures, most of our disadvantage pupils did not use it also linking back to the lack of parental engagement.

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
Improving attendance across the school for disadvantaged pupils. Lateness and persistent absentees also show signs of improvement	Attendance figures and lateness for disadvantaged pupils shows significant improvements. Aiming for 97% school target.
Raise the attainment for all pupils including the higher attainers.	Shown in end of year assessments, school data, regular assessment weeks, teacher assessments etc. Also showing more potential for GD children.
Improve parental engagement to support children with: attendance, speech and attainment	Children in school more parents being more active and taking a greater interest in their child(ren)s academic outcomes. Shown in assessment data and end of year results.
Improve oracy skills in all areas of the curriculum with a focus on early years.	GLD results, teacher assessments, assessment data!
To use technology in school and at home to support learning and improve outcomes.	Data on tech apps shows an improvement in engagement.
Making sure that our most vulnerable children are cared for and their social and emotional needs are met so that they are ready to learn	Children are in school more and on time – ready for learning. Shown in attendance figures

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: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use PP funding to cover teachers so that they can attend CPD within the Trust and other external opportunities</i>	The EEF Guide to the Pupil Premium 'Quality Teaching helps every child'.	1 2 4 5
<i>Staff participation in Teaching Research Groups and ongoing mentoring activities in school.</i>	Quality Teaching and professional development through 'defining a problem you want to solve and identifying appropriate educational practices' EEF: Putting Evidence to Work	1 2 4 5

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

Budgeted cost: Total: £95,185.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>UPS teacher to deliver targeted provision across reading, writing and maths in yrs 3-5.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF: One to One Tuition	3 4 5
<i>National Tutoring Programme reading focus one to one or small group.</i>	As above and EEF: Small Groups	1 3 4 5
<i>Reading Champions in KS1 and KS2</i>	Phonics approaches have a strong evidence base indicating a positive impact	3 5

	<p>on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (KS2 Sept '22 – July '23) (KS1 – ongoing)</p> <p>EEF: Phonics</p>	
<p><i>Specialist HLTA for literacy difficulties in KS2</i></p>	<p>As above plus: approaches that develop reading comprehension have a strong evidence base indicating very high impact for very low cost.</p> <p>EEF: Reading comprehension strategies</p>	3 4 5
<p><i>Speech and Language intervention by HLTA in EYFS.</i></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>EEF Oral Language Interventions</p>	1 4 5
<p><i>Structured daily phonics/reading intervention in Y1 delivered by SENDCo</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (Sept '21 - July '22)</p> <p>EEF: Phonics</p>	1 4 5
<p><i>Implementation of voice 21 oracy for school programme</i></p>	<p>Oracy intervention programmes have been proven joint second in terms of student outcomes. Voice 21 has evidence of improved oracy in school which impact all areas of the curriculum</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) Voice 21: Improving Oracy (re-grant) EEF (educationendowmentfoundation.org.uk)</p>	4 5



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

Budgeted cost: £18,050.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEMH support from Leicester City SEMH team</i>	Behaviour interventions which are targeted at students with specific behavioural issues have been identified as having a positive impact. (Sept 21 – July 22) EEF: Behaviour Interventions	2 6
<i>Counsellor Emotional Literacy Support Assistant Rabbit Club</i>	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have a positive impact alongside work on metacognition and self-regulated learning. EEF: Metacognition and self-regulation EEF: SEL	2 6
<i>Training of staff in coming up with the most effective way to use technology in classrooms (laptops/ipads to support differentiation in lessons)</i>	EdTech has the potential to improve outcomes for every pupil, and particularly those from disadvantaged backgrounds. EdTech Reform	7
<i>Support disadvantaged children being able to access curricular trips and visits</i>	Child voice	3

Total budgeted cost: £ £113,435

Part B: Review of outcomes in the previous academic year 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Aim	Outcome
Improved oral language skills and vocabulary among disadvantaged pupils.	LAB Governor visit feedback was quality of vocabulary seen in books across the school Year R assessment using the Nuffield Early Language Intervention show intervention increase in the number of disadvantaged children achieving expected levels rose from 2 to 7 (out of 10). Pupil interviews with disadvantaged pupils showed that children had an improving understanding of the vocabulary related to their curriculum areas and the school's knowledge organisers was supporting this. Recognition this is a longer-term goal
Improve the attainment of disadvantaged pupils in reading, writing and maths.	Significant improvement still to be made within the 3-year strategy
Wellbeing, resilience, attitude towards learning and school for all pupils, particularly focussing on disadvantaged pupils will improve and be sustained.	<ol style="list-style-type: none"> 1. Attendance remains an issue for disadvantaged and needs to improve. Improved picture for the start of 2022/2023. 2. Case studies indicate that emotional needs of disadvantaged children were well met through ELSA and their readiness to learn. 3. Negative behaviour logs decreased over the year. 4. The reason this is difficult as no data from previous year- skewed.
Disadvantaged pupils will actively engage with the technology offered to them in and out of school.	<ol style="list-style-type: none"> 1. Rolled over to this year
Improve the attendance of all pupils described as persistently absent, particularly our disadvantage pupils.	<ol style="list-style-type: none"> 1. Attendance remains an issue for disadvantaged and needs to improve. Improved picture for the start of 2022/2023.

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

No programmes were purchased.