

Pupil premium strategy statement – Swallowdale Primary

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Samantha Harries
Pupil premium lead	Samantha Harries
Governor / Trustee lead	Carl Musson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,250.00
Recovery premium funding allocation this academic year	£12,325.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£144,575.00

Part A: Pupil premium strategy plan

Statement of intent

At Swallowdale Primary School, our ethos is to Fly High Together. We aim to use our Pupil Premium funding to ensure an inclusive environment where all children but consider our disadvantaged children to be first and always. We aim that our disadvantaged children will leave school with the same skills and knowledge as our non-disadvantaged children in order to prepare them for the next stage of their development.

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 children so that the activities outlined in this statement are intended to support all needs.

Our ultimate objectives are to:

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

The key principles of our strategy plan:

- We will ensure that we have a detailed understanding of the barriers our disadvantaged children face by undertaking a variety of robust assessments which may look 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 children's thinking, strength and weaknesses.**
- We will foster a whole school approach where all adults have high-expectations for what all children can achieve; both disadvantaged and non-disadvantaged.*
- Developing resilience, having positive wellbeing and good attendance for our children 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	Children enter Foundation School with underdeveloped language.
2	Children's commitment to learning and resilience in lessons varies.
3	Some children have limited opportunity to read out of school and demonstrate lack of knowledge of 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.
6	Attendance. The percentage of disadvantaged children who attendance is less than 90% is greater than for non-disadvantaged.
7	Children do not have the resilience or ability to regulate their own emotions.

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 the attendance across the school for disadvantaged children. Lateness and persistent absentees also show signs of improvement	Attendance figures and lateness for disadvantage children shows significant improvement.
Raise the attainment for all children including the higher attainers.	Shown in end of year assessments, school data, teacher assessments. Also showing more potential for Greater Depth children.
Improve parental engagement to support children with: attendance, speech and attainment	More opportunities for families to engage in school. Shown in assessment data.
Improve oracy skills in all areas of the curriculum with a focus on early years	GLD results, teacher assessments and assessment data.
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 data figures and case reviews of individual children.

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

Budgeted cost: £1000

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

Targeted academic support

Budgeted cost: £ 109,575.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring Programme focus group</i>	<i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small group</i> <i>EEF: One to one tuition</i> <i>EEF: Small groups</i>	1 3 4 5
<i>Reading Champions in KS1</i>	<i>Phonics approaches have a strong evidence base indicating a positive impact on pupils particularly from disadvantaged backgrounds.</i> <i>EEF: Phonics</i>	3 5
<i>Specialist HLTA in literacy difficulties in KS2</i>	<i>As above plus approaches that develop reading comprehension have a strong evidence base indicating very high impact for very low cost</i> <i>EEF: Reading comprehension strategies</i>	3 4 5

<i>LSA to deliver intervention in reading and maths fluency</i>	<i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small group</i> <i>EEF: One to one tuition</i> <i>EEF: Small groups</i>	3 4 5
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Wider strategies

Budgeted cost: £35,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>2 x Trained ELSAs to deliver 5 afternoon of ELSA sessions between them</i>	<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</i> <i>EEF: Metacognition and self-regulation</i> <i>EEF: SEL</i>	2 7
<i>Counsellor</i>	<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</i> <i>EEF: Metacognition and self-regulation</i> <i>EEF: SEL</i>	7
<i>Support costings of educational visits and trips</i>	<i>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning and will act as a hook for specific curriculum units.</i> <i>EEF: Pupil Premium Menu</i>	2
<i>Inclusive Sports Coach to deliver sessions in sensory circuits and character wellbeing</i>	<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</i> <i>EEF: Metacognition and self-regulation</i> <i>EEF: SEL</i>	2 7

<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p>	<p>6</p>
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils using a range of measures including statutory data, teacher assessments and attendance data.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Although there has been some improvement, absence among disadvantaged pupils was higher than their peers in 2022/23 and persistent absence was also higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

The school will be supported weekly by the Bradgate Education Partnership's Attendance and Wellbeing Officer who will work with the school and families to support improving attendance.