

# Pupil premium strategy statement

## New Swannington Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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.

### School overview

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	20 (11%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	14 <sup>th</sup> December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Judy Ramsell (HT)
Pupil premium lead	Karen Palumbo (Deputy HT)
Governor lead	David Bull

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,735
Recovery premium funding allocation this academic year	£3,045
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£33,780</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At New Swannington Primary School, quality first teaching is at the heart of our curriculum with a clear focus on areas in which disadvantaged pupils require the most support. We believe with quality first teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their potential and be prepared for life beyond New Swannington. This supports the closing of the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school.

Research conducted by the EEF supports our vision and decision making regarding the most effective targeted academic support and wider strategies.

In our strategy, we detail wider school plans for education recovery post pandemic through targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. The planned in-school interventions are detailed in this document.

Key principals:

Quality first teaching to ensure positive educational outcomes

A bespoke approach to identify and address barriers to learning

To support our children's health and well-being to access learning

We aim to do this through a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, with a number of children being identified and referred for mental health and well-being support services
2	Internal assessments and observations indicate, as a group, combined reading, writing and maths attainment and progress of our disadvantaged pupils is below that of our non- disadvantaged.
3	We have observed a narrowing of this gap in the academic year 2020/2021, with disadvantaged children having higher percentage rates of attendance than non-disadvantaged. This is due to school closures during the 2020 pandemic and the school remaining open for disadvantaged children. Our assessments and observations indicate that absenteeism significantly negatively impacts disadvantaged pupils' progress and social and emotional wellbeing. Therefore, we continue to monitor this area of challenge in order to ensure the closure of the gap in attendance levels between disadvantaged and non-disadvantaged is sustained.
4	Assessments, observations, and discussions with pupils suggest that some disadvantaged pupils have difficulties with phonics than non-disadvantaged pupils. This negatively impacts their development as readers.

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved reading, writing and maths attainment and progress among disadvantaged pupils.	Whole school, end of year combined assessment data shows that at least 80% of disadvantaged pupils meet the expected standards of attainment and progress.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 0.8%,</li> <li>• the percentage of all pupils who are persistently absent being below 3%</li> </ul>
Improved reading attainment and progress among all children including disadvantaged children.	<ul style="list-style-type: none"> <li>• KS1 phonics screener results in 2022/23 show that at least 80% achieve the expected standard.</li> <li>• Whole school, end of year 2023/24 reading comprehension assessment data shows that pupil are in line with national results.</li> </ul>

## 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: £25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	2,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2
Financially supporting school's HLTA / TA structure	There is strong evidence linking the effective use of Teaching Assistants with raised attainment:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2,3,4

## Targeted academic support

**Budgeted cost: £4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,4</p>
<p>School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,4</p>

## Wider strategies

**Budgeted cost: £ 5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>2,3</p>
<p>Pastoral one-to one and group support</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4</p>

**Total budgeted cost: £34,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
The gap is narrowed in the progress and attainment of disadvantaged pupils in phonics.	66% of disadvantaged children achieved the expected standard in phonics in Year 1 which is above the national average of 62%.
By the end of KS1, the gap between disadvantaged and other pupils (in school and nationally) is closing rapidly in RWM	Significant progress was made with attainment above national at Year 1. Data shows Reading and maths attainment was above national in Year 2.
Attendance for FSM is at least in-line with national other.	Data shows attendance for FSM children was above national.
All our children develop detailed knowledge and transferable skills, as well as embed the curriculum and, as a result achieve well through high quality teaching.	The new curriculum has been implemented and teachers have received CPD across all foundation subjects. Early assessments and observations show children's knowledge and understanding is beginning to be embedded.
There will be a more systematic approach to the case studying of individual pupils who have SEND to ensure steps in progress can be more readily measured from their starting points.	Case studies have been completed and starting points clearly identified. This enables teachers to identify and plan learning needs ensuring all pupils make good progress.
Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life.	All pupils have access to our family support worker. Pupil voice indicates children are well supported with their mental and health and well and are engaged in all aspects of school life including residentials, after school clubs, wrap around care and sporting events.

### Externally provided programmes

Programme	Provider
Project X	Oxford University Press
Essential Letters and Sounds (including intervention)	Oxford University Press
Teaching for Maths Mastery /Mastery Number	East Midlands Maths Hub



