



NEW SWANNINGTON PRIMARY SCHOOL

PUPIL PREMIUM & RECOVERY PREMIUM STRATEGY STATEMENT 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and the effect that last year's spending of pupil premium had within our school.

SCHOOL OVERVIEW

Detail	Data
School name	New Swannington Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs J Ramsell
Pupil premium lead	Mrs J Jenner
Governor / Trustee lead	Mr N Fordyce

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,415
Recovery premium funding allocation this academic year	£ 3,915
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 academic year	£ 24,330

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At New Swannington Primary School we have high expectations for all pupils and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Strong leadership ensures that Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities eradicating educational inequality. Our current strategy reflects research conducted by the EEF and data taken from Liase and Perspective Lite, which also highlights attendance. This information has allowed us to identify the specific needs of our children and the most cost worthy approach to overcome their barriers. Our main focus for this year is CLL in Early years, phonics support and early reading and writing skills.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. 46% of children who are pupil premium are also SEND and teachers work very closely with SEND support and the Family Support practitioner to ensure a holistic approach to meeting their needs.

Embedded into our practice is the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. At New Swannington we believe that providing continuous high quality CPD training, using external agencies where appropriate, is fundamental to ensuring our children are provided with a broader and richer curriculum which is bespoke to our children's needs ensuring they develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society.

Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and their families through the use of a Education family link officer, family support , we believe that children's emotional wellbeing is the key to all development and fundamental to their success, due to this we will also be using Pupil Premium funding to train our own ELSA who will lead whole staff CPD and for the use external agencies such as educational psychologists when required.

CHALLENGES

Challenge number	Detail of challenge
1	<p>Traditionally children enter NSPS EYFS below ARE in CL and PSED. This year was no different with only 5 children entering secure within the Nursery band for CLL and 0 for PSED. All of the children had lost time in pre-school due to Covid-19 restrictions and as a result had not had many opportunities to share and take turns with groups of children nor been exposed to a rich language environment of a pre-school setting. At least 3 of the children starting school this year had not attended a pre-school provider at all.</p> <p>Almost 50% of all PP children are working below age related expectations in reading writing and maths across the whole school. A large proportion of this percentage are children in KS1, in particular Year 1. Covid-19 has resulted in a significant widening of the attainment gaps for some Pupil Premium children who have missed a significant amount of face-to-face learning during nursery and EYFS years.</p>
2	Using Ofsted Inspection data report the overall absence for pupils in receipt of FSM was in the lowest 20% of all schools in 2018/2019. This continues to be something we monitor closely and work to rectify it.
3	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage.
4	46% of disadvantaged children are also SEND. 5 out of the 6 children who are disadvantaged and SEND have an EHCP, working towards a different curriculum compared to their peers.
5	<p>Mental and emotional wellbeing – some children in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. This also affects their ability to make strong friendships and feel valuable.</p> <p>Many of these children have families who struggle and also need support, many being impacted by their mental health. Currently 39% of children receiving Pupil premium are being supported emotionally by our Family Support worker and 57% of children on FSM.</p>

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
<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally. 	<ul style="list-style-type: none"> The % of disadvantaged pupils achieving GLD in literacy is at least in line with all other areas The gap in phonics attainment between disadvantaged pupils and other pupils is closing and is below the national gap (2019 – 6%)

- (Taken from SDP) All children develop detailed knowledge and transferrable skills, as well as embed them across the curriculum and, as a result, achieve well through high quality teaching.

- By the end of KS1, the gap between disadvantaged and other pupils (in school and nationally) is closing rapidly in RWM
- A significant proportion of pupils achieve RWM combined at the end of KS2
- Quality of teaching across school is good or better.

How this will be achieved:

- Rigorous monitoring of ongoing attainment data will be used to identify key children (specifically the bottom 20%) who need additional support.
- Pupil Progress meetings will be used to share and discuss needs of individuals who require further intervention.
- Qualified teacher to lead targeted small group work for KS1 and Year 3 on RWM and phonics.
- Writing interventions led by Qualified teacher to support KS2 pupils working below age related.
- High level CPD for all staff to support quality teaching of the curriculum.
- Use of Nuffield Early Literacy Intervention
- Talk boost intervention to support CLL in early years and Year 1
- Mastering number for EYFS, Year 1 and Year 2
- Standardised tests will be initiated each term for all children. These will be used to inform teaching, learning and intervention.
- Support staff and class teachers will support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.
- Project X code CPD and implementation for children working at least one year below age expectation.
- All teachers clear about what and how they teach.
- Work given to the learners matches the intention of the curriculum and expectations are demanding and challenging.
- Planning is layered ensuring that lessons are designed to enable all groups of learners to achieve quality outcomes, including knowledge and skills.

<ul style="list-style-type: none"> All FSM pupils will meet at least national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> Attendance for FSM is at least in-line with national other. Persistent absence is halved for FSM pupils Punctuality for FSM pupils will be in-line with other pupils across school <p>How will this be achieved:</p> <ul style="list-style-type: none"> Robust and rigorous attendance tracking will identify key children, increase their attendance and decrease persistent absence. Education link officer and the family support worker will work closely with identified families and strategies worked through together to ensure punctuality and attendance. Daily Home/school communication set up to ensure any difficulties in getting children to school are diminished Breakfast club and after school club places offered to the identified children.
<ul style="list-style-type: none"> Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programme of study, preparing them for success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others. 	<ul style="list-style-type: none"> Teachers are highly skilled in imparting curriculum knowledge and use AFL strategies to ensure children retain and apply key knowledge from a cross the curriculum (Taken from SDP) 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. A significant proportion of children achieve the expected standard across the foundation subjects. The gap between PP and other children is closing rapidly. <p>How this will be achieved:</p> <ul style="list-style-type: none"> A highly ambitious, knowledge-engaged and language rich curriculum ensures children know more, remember more and understand more. Well-planned visits, which match the school curriculum will allow children to gain an understanding of the wider world outside of the local community. Pupil premium children will be encouraged to attend extra-curricular activities offered by school and

	<p>competitive games against other schools where possible.</p> <ul style="list-style-type: none"> • All year 6 children will be encouraged to attend a 5 day residential at the seaside, where needed PP children will be paid for. • New cooking area and equipment to be bought to support life skills groups. This will support PP children with the skills and abilities to be self-efficient in later life. • Weekly life skills group – focus on shopping, money, cooking, day to day living and expenses that need to be considered. PP will make regular trips to local supermarkets. • Use of family support worker
<ul style="list-style-type: none"> • To ensure disadvantaged pupils with additional barriers to learning have their individual needs addressed so that they make at least expected progress from their starting points in reading, writing and maths. 	<ul style="list-style-type: none"> • 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. <p>How this will be achieved:</p> <ul style="list-style-type: none"> • Use of SEND passports • All interventions used have evidence of success using EEF • Continuous CPD and training in house and from external agencies such as Autism Outreach etc • PP money to be used for disadvantaged children requiring Educational Psychologist support. • Close link between PP and SEND lead • Children in vulnerable groups such as PP and SEND to be identified and discussed individually at Pupil Progress Meetings. • Tracking of PP and SEND pupils to be more robust and evidence to support progress steps clear.
<ul style="list-style-type: none"> • Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life. • SEMH outcomes will improve across school • (Taken from SDP) The curriculum challenges intolerance and injustice allowing the children to be more self-aware. 	<ul style="list-style-type: none"> • Pupils involved in pastoral interventions make at least expected progress • Targets for disadvantaged pupils on individual social and emotional plans are met. • Key vulnerable families will be able to access extended services through early help and supported by our school family liaison worker.

	<p><i>How this will be achieved:</i></p> <ul style="list-style-type: none">• A unique programme of support will be designed and delivered to identified children requiring personal development and wellbeing by our qualified support worker.• The school PSHCE curriculum will equip children with skills and develop resilience to safeguard their own mental health and wellbeing.• Education family link officer to work closely with families struggling at home and continued in school where needed.• EDI training day• ELSA training• Use of learning characteristics across the curriculum and rewarded through assemblies• Daily assemblies to focus on SEMH
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored and specific continuous professional learning and development to all staff in approaches to the teaching of phonics, reading, writing and maths.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> • Mastery Learning = (+5 months) • Phonics= (+5 months) • Reading comprehension strategies = (6 months) 	1, 3, 4
Improve CLL for pupil premium children in EYFS and Year 1 – Talk boost training	Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy approaches = (+6 months) Early Literacy Approaches = (+4 months) Communication and Language interventions = (+4 months) Social and Emotional learning = (+4 months)	1, 3, 4
Training and resources for inclusion practice of equality and diversity across the curriculum	Behaviour interventions = (+4 months)	1, 5
Elsa training for one member of staff to support disadvantaged pupils		3, 4,5

TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS)

Budgeted cost: £2.900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Nuffield Early Literacy Intervention	Evidence from EEF – ‘Teaching and Learning Toolkit’.	1, 4, 5
Phonics catch up sessions for EYFS and Year 1 pupil premium children by a qualified teacher. Weekly small group reading, writing, and maths boosters to target attainment in pupils both 1:1 and small group taught by a qualified teacher.	Individualised instruction = (+4 months) One-to-one tuition = (+5 months) Small group intervention = (+4 months) Communication and Language interventions = (+ 6 months) Reading comprehension strategies = (+6 months)	1, 4
Talk Boost – CLL intervention		1, 4

WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

Budgeted cost: £14, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sharing a part-time family support worker to pupils with attendance and acute needs regarding ESMH/ counselling support	Evidence EEF –‘Teaching and Learning Toolkit’: Social and Emotional Learning = (+4 months) Parental Engagement = (+4 months) Behaviour Interventions = (+4 months)	2, 4, 5
Education Family Link officer to support families with attendance and improve parental engagement with school	Arts Participation = (+3 months)	2, 4, 5
Cooking equipment and Life skills group		3, 5

TOTAL BUDGETED COST: £20,400

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 2020 to 2021 academic year.

Aim	Outcome
Improve CLL for pupil premium children in EYFS	Talk Boost was a success in EYFS with all disadvantaged children making progress. This will be continued for Year EYFS next academic year due to the impact of Covid and lack of face-to-face teaching at pre-school settings.
Ensure all relevant staff (including new staff) have received paid-for training by a phonics Lead to deliver the phonics scheme effectively	Phonics scores are on an upward projection and although the official Year 1 phonics test will be completed later than usual our predictions suggest that the overall average of the class will be in line with National, this includes the disadvantaged children in Year 1.
Progress in Mathematics	Attainment for maths last year in KS1, mastery will be embedded across the key stage to ensure we meet the aim.
Sharing a part-time Education family link officer and a family support work to support families and pupils with attendance and acute needs	Strong relationships have been built with parents and carers resulting in improved engagement with school and their children's education. This target will continue in the next academic year as more time is required and this will be reviewed in line with our policy.
To support children's mental health by introducing a sensory room	Due to lockdown restrictions this project has been delayed. However, the funds have been set aside and will commence at the start of the next academic year.

INTERNAL SCHOOL DATA FOR END OF KEY STAGE 2

NOTE: Due to Covid-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

	Pupils eligible for PP = 2 children	Pupils not eligible for PP = 25 pupils
% Achieving expected or above standard in reading, writing and maths	50%	56%
% Achieving expected or above standard in reading	50%	74%
% Achieving expected or above standard in writing	50%	66%
% Achieving expected or above standard in maths	50%	67%
% Achieving greater depth standard in reading	0%	30%
% Achieving greater depth standard in writing	0%	7%
% Achieving greater depth standard in maths	0%	19%

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
Equality, Diversion, Inclusion CPD	Inclusive Practice
Talk Boost	I CAN
Project X Code	Oxford Owl



NEW SWANNINGTON PRIMARY SCHOOL

RECOVERY PREMIUM STRATEGY STATEMENT

2020-2022

SCHOOL OVERVIEW

Detail	Data
School name	New Swannington Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs J Ramsell
Catch up Lead	Mrs J Ramsell and Mrs K Polumbo

NEW SWANNINGTON PRIMARY SCHOOL STRATEGY AIMS CATCH-UP MENTOR:

Measure	Activity
Priority 1	To provide focused classroom support in Year 2 and 3 to support vulnerable children (disadvantaged and lowest 20%) to reinforce whole class teaching
Priority 2	To provide pre- and post- learning to vulnerable Year 2 and Year 3 children to enable them to secure their learning in Maths and English. This will be provided in addition to Maths and English lessons and will be delivered by the catch-up mentor or the class teacher (both qualified teachers).
Priority 3	Year 2 and Year 3 guided reading group to focus on phonics/reading strategies and comprehension skills
Barriers to learning in these priorities addressed	Spring term COVID lockdown has resulted in lost learning in 20-2021 academic year. Out breaks of Covid and absences for isolation continue to occur in schools.

TEACHING PRIORITIES FOR ACADEMIC YEAR

Aim	Target	Target Date
Progress in reading	Targeted Year 2 / 3 children close the attainment gap created by Covid-19 isolation periods and national lockdown	July 2022
Progress in Writing	Targeted Year 2 / 3 children close the attainment gap created by Covid-19 isolation periods and national lockdown	July 2022
Progress in Maths	Targeted Year 2 / 3 children close the attainment gap created by Covid-19 isolation periods and national lockdown	July 2022
Phonics	Targeted Year 2 children (following Autumn screening) receive bespoke 1:1/ small group intervention to close attainment gap by June 2022	July 2022

MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating Action
Teaching	Ensuring catch-up mentor is impacting on improved outcomes for targeted Year 2 / 3 children.	Class teacher and senior leaders to monitor impact and provision. Make amendments where necessary to ensure the targeted support has impact