Swanwick Primary School

**Pupil Premium Strategy Statement**

**2022/2023**

***“Together We Achieve”***



# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Swanwick Primary School |
| Number of pupils in school | 397 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Jo Jilavu |
| Pupil premium lead | Mel Walton |
| Governor / Trustee lead | Wayne Allsopp |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £130,430 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | **£130,430** |

# Part A: Pupil premium strategy plan

## Statement of intent

At Swanwick Primary School, it is our aim that all pupils, irrespective of their background or the challenges they face, THRIVE, make good progress and achieve their potential. The intention of our pupil premium strategy is to outline the support that disadvantaged pupils receive in order to fulfil our aims as a school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who are young carers and those who are children of parents serving, or who have served, in the armed forces. The strategy outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support. We are aware that quality first teaching is one of the most effective approaches in closing the attainment gap between disadvantaged pupils and their peers. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress of their disadvantaged peers.

At Swanwick, we know our children well and we are therefore able to make focused decisions around the best support to meet the needs of all our pupils including those who are disadvantaged. We achieve this by:

* ensuring disadvantaged pupils are suitably challenged in their work
* intervening early when additional needs are identified
* adopting a whole school approach to maintaining high standards and expectations for all pupils and fostering a ‘can do’ attitude within our learners
* working holistically to support the needs of the family through Early Help and pastoral support systems

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Speech, Language and Communication skills**   * A large proportion of disadvantaged children require support to develop their speech, language and communication skills. * Speech and Language Link assessments help us to identify difficulties early and plan for early support. This impacts pupils’ ability to understand and follow instructions, processing spoken language and further impacts on their access to the wider curriculum and social opportunities |
| 2 | **Reading**   * From our records in school and after discussions with pupils and parents we were aware that pupils do not have the opportunity and consistent support at home to read widely and frequently. * Reading skills and outcomes such as fluency and comprehension and performance in phonics screening checks were poor. |
| 3 | **Maths**   * Difficulty with the language of reasoning and being able to apply learning to problem solve multi step problems * A lack of understanding of how to approach reasoning in maths due to poor reading comprehension skills * Times table knowledge and fundamental number knowledge not at age related expectations * Pupils find it difficult to transfer their mathematical fluency in number operations to reasoning questions |
| 4 | **Writing**   * Lack of understanding of how to apply skills to the context of writing genres and structuring a written response * Poor opportunities to access experiences which limits their cultural capital and wider life experiences and knowledge to draw on during creative writing tasks |
| 5 | **Attendance**   * Persistent lateness means that children don't get a settled start to the morning, missing important input * Persistent absenteeism causes gaps in learning and levels of resilience * Both of these issues impact children's mental health, wellbeing, confidence and self-esteem |
| 6 | **Confidence and emotional resilience and levels of regulation**   * Lack of emotional resilience to: try new things, make mistakes, resolve conflict, concentrate, build and maintain positive relationships, have a growth mind set * Unable to regulate their own emotions or recognise the emotions of others resulting in frequent dysregulation and disruption to learning * Skills in working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds are lower |
| 7 | **Health and Wellbeing**   * Physical development on entry has been consistently below ARE which means that they chn not met their developmental milestones * EYFS pupils are not meeting the 10 Keys to School Readiness which means that they are not school ready, meaning that they have more to achieve to meet ARE and a wider gap to close * Access to external support remains challenging due to extended waiting lists and tighter thresholds delaying crucial specialist input * Mental health and wellbeing continues to be a significant concern amongst pupils and their families. The current financial strain on families is having a big impact on mental health of parents and their children * Absent parents (armed forces, ill, live a distance away, parental mental ill health) * The nature of the local community means that pupils' access to a diverse society and cultural experiences is limited. |

## 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.

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| Intended outcome | Success criteria |
| Number of late and persistent absentees reduces  Average attendance improves.  Parents working with school to improve attendance. | * Reduction in lateness, persistent absentees (persistent absence is defined as 90% or lower) * Average whole school attendance reaches and remains **at or above 95% (currently 94%).** * Average attendance for disadvantaged pupils improves to **reach at least 95% (currently 90.7%)** * Number of persistent absentees improves as a whole school and for disadvantaged pupils (32% of current persistent absentees are disadvantaged) |
| PP children making at least expected progress (3 bands) from their starting points in reading and writing.  PP children closing attainment gap with their peers. | * Pupils access Lexia and Bug Club programme to support reading skills (**Lexia usage levels improves** and numbers of **children accessing levels below that of their age related expectations reduces**) * Percentage of chn achieving the Y1 phonics screen improves on last year (68%) and in line or better than national average (75% nationally) * Percentage of disadvantaged children **passing** the **Phonics Screening improves** from last year (55%) * Pupils (especially those in EYFS and Yr 1) will develop **speech and language skills** in keeping with a **GLD** * Percentage of PP **chn achieving a GLD** at the end of EYFS improves from last year (60%) * The number of disadvantaged pupils in EYFS working at the expected level for fine motor skills and literacy skills at the end of EYFS improves so that they are **in line with their peers** * Percentage of disadvantaged pupils working at expected level in R, W and M **increases from last year’s data** * Pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows |
| PP children making at least expected progress (3 bands) from their starting points in mathematics | * Percentage of disadvantaged pupils across the school achieving the expected standard at the end of the year **improves on last year and closes the gap between the attainment of their peers** |
| Pupils’ mental health and wellbeing is sufficiently supported to facilitate learning and reaching academic potential  School and families work together to remove social/emotional barriers to learning  Children are supported to develop their physical capability | * Continued **reduction in frequency of behavioural incidents** and in class disruption * Disadvantaged pupils attending Nurture provision will have **improved BOXALL scores** for their starting points * Wellbeing Warriors and Playground Pals support pupils on the playground with increasing confidence * **Pupil voice** will indicate improvements in key areas of their wellbeing related to school (captured through questionnaires) * The new rewards and consequences system is **embedded** and **used consistently** throughout the school * Disadvantaged pupils have been given opportunities to enhance their **cultural capital** through taking part in clubs, trips, events etc * Families are supported to manage difficult times through the use of PPod strategies/resources and take up **signposting** to external agencies for more long term support * Parents and children feel supported to help manage their mental health and wellbeing and **develop positive strategies** * Children with health difficulties have a robust care plan in pace which impacts attendance, positive experience of school etc. |
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## 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: **£61,500**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional Maths Lead release time to monitor the teaching of Maths through coaching, shared planning, observations etc. **£3000** | Ensuring high level of consistency throughout school means that children are familiar with the approach and levels of expectation remain high for all students  Mastery approach to learning identified in **EEF Toolkit as having a moderate impact +5** | 3 |
| Curriculum time for English Lead to support the implementation of effective teaching and learning **£6000** | A consistent approach to teaching and learning in English means that we secure better progress and outcomes for all.  Implementation of high quality phonics sessions and boosters **identified in EEF Toolkit as high impact on progress + 5**  QFT, effective differentiation and support has a **high impact on progress as identified in EEF Toolkit** | 2 and 4 |
| Adults in EYFS/Year 1 to deliver high quality speech and language interventions **£2500** | Early Years interventions as having moderate impact in EEF Toolkit  Early identification and intervention support pupils with SLCNs improves outcomes for those children  Teaching assistant intervention identified as moderate impact **+4 in EEF Toolkit** | 1 |
| Quality First Teaching  (to include 1:1 reading, adult support, adjustments to learning environment, differentiation, explicit teaching of skills through VIPERS, RWI phonics and boosters, parental workshops **£50,000** | These measures are identified within several EEF interventions as having **moderate to very high impact e.g. Feedback +6, Mastery Learning +5, meta-cognition and self-regulation +7**  Group phonic and spelling support identified in **EEF toolkit has having a moderate impact +4**, small group work has been an effective strategy used over many years with high quality input from a teacher  Bedtime reading events – parental engagement identified as **moderate impact intervention by EEF +4**  Feedback to pupils within lessons in a timely way identified within the **EEF Toolkit as very high impact strategy +6** | 1, 2, 3 and 4 |

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

Budgeted cost: **£** **32,630**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Group phonic and spelling support **£8360** | Identified in EEF Toolkit as having **moderate impact**. **Small group work** has been identifies as an effective strategy used over the years with high quality input from a teacher/TA, **oral language interventions** are identified within the EEF toolkit as having a **very high impact +6** | 2 and 4 |
| Additional staffing to deliver 1:1 and group SaLT support, LEGO Therapy, oral interventions  **£8270** | Use of Speech Link and Language Link screening tools and a specialist SALT TA to implement the programme in EYFS and KS1 **(Early Years interventions identified in EEF toolkit as being moderate impact +5, Oral Language Interventions have high impact +6)**  Use of Tapestry to share resources, communicate with parents outside of EYFS and Year 1 who are still receiving speech and language intervention (parents are kept up to date with therapy sessions and are sent resources to support this at home. Feedback from parents has been very positive, particularly when their children are unable to tell them what they have been doing and what they need to practise) - parental engagement identified as **moderate impact intervention by EEF +4** | 1 |
| Forest Schools and Nurture groups to experience outdoor learning, life skills, social interaction, problem solving, emotional regulation **£11,000** | **Collaborative learning** identified in **EEF toolkit** as having **high impact +5, outdoor adventure learning moderate impact +4 and peer tutoring** as having **moderate impact +5** | 1, 6 and 7 |
| 12 week Derbyshire Nurture Programme **£3000**  **Plus £1000 resources to support the start up and running costs e.g. resources**  **£4000 total** | **EEF Toolkit** identifies behaviour interventions as **moderate impact +4, Collaborative learning approaches as high impact +5,** social and emotional learning as **high impact +4,** teaching assistant intervention **as moderate impact +4** | 1, 5, 6 and 7 |
| Fine motor Resources to support the development of these skills in EYFS and KS1 **£1000** | Physical development supports the development of good pre writing skills and motor ability | 7 |

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

Budgeted cost: **£36,300**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Weekly attendance summaries and early intervention to spot falling attendance | Previous internal analysis has showed a positive impact on attendance with close monitoring, early intervention and maintaining close links with vulnerable families | 5 |
| 10 x Part funded Breakfast Club places **£4750** | Supports a good start to the day by ensuring children are fed and can start their day on time and in a structured routine led way. | 5 and 7 |
| Pastoral staffing  **£9750** | Ppod support for pupils (in school) and parents (at home) in emotional regulation, therapeutic stories, social support, conflict resolution, self-esteem, working with parents as often as required (daily, weekly, drop in etc) - social and emotional learning identified by EEF toolkit as having moderate impact +4 and behaviour interventions +3, previous internal action research has shown the impact that working pastorally has on pupils and their families, particularly those who are disadvantaged | 5, 6 and 7 |
| Uniform vouchers **£3500** | Supports a sense of belonging and school community, prevents social isolation, maintains levels of confidence and self-esteem which in turn impacts of learning in class | 7 |
| Subsidised trips to Places of Worship, Theatre, Links with University and Local Industries,  residentials etc. **£3000** | Allows disadvantaged pupils access to wider opportunities and rich experiences. Increases cultural capital | 6 and 7 |
| Music tuition **£3000** | Hot House provide all pupils in Year 4 with weekly music lessons – Arts participation **identified in EEF Toolkit as positive intervention with a moderate impact of +3.** Previous music tuition has enable disadvantaged students to try new things and access learning that they otherwise wouldn't have) | 6 and 7 |
| Additional staffing for health and wellbeing **£3600** | Supports health and wellbeing of students through the provision of Care Plans, liaising with families, EHAs, SEMH plans, behaviour support etc. – internal evidence and analysis shows how supporting whole families during times of crisis and vulnerability can impact significantly on pupils’ mental health, attendance and ability to engage with learning | 5, 6 and 7 |
| Tapestry Licences extended to continue to support home school liaison for our most vulnerable children **£100** | Ensures consistency for the child, supportive way of informing school and home of anything that may affect learning, can offer intervention if needed to facilitate better outcomes for the child | 5 and 7 |
| Resources to support the implementation of the new attendance and behaviour policies **£750** | Children are motivated to attend and behave well due to the rewards on offer. | 6 and 7 |
| MyConcern Subscription **£850** | Safeguarding platform to monitor the health, wellbeing and safeguarding of our most vulnerable pupils. | 5, 6 and 7 |
| Weekly support from a Behaviour Support Service (to attend meeting, complete direct work with children and families, write reports, complete observations, support staff and pupil emotional wellbeing **£7000** | **EEF Toolkit** lists **behaviour interventions** as having moderate impact +4 | 5, 6 and 7 |

**Total budgeted cost: £130,430**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Reduction in lateness, persistent absentees.  Parents working with school to improve attendance.  Review Nov 2022:  New updated Attendance Policy in place: [https://www.swanwick.derbyshire.sch.uk/serve\_file/9100985#](https://www.swanwick.derbyshire.sch.uk/serve_file/9100985)  Policy states clear expectations around attendance and outlines new late procedures. Attendance rewards in place, pupil attendance is monitored regularly and school early help procedures in place and communicated to parents for support with persistent absence.  Needs more time to be embedded to see bigger improvement. Current whole school average attendance is 94%. |
| Pupils are reading age appropriate books with understanding and are able to communicate this both verbally and in writing  Review Nov 2022:  Bug Club has been relaunched and all new EYFS children as well as in year transfer children have been given logins for home and school use.  Continues to be promoted within the Swanwick Story and by individual class teachers who monitor progress and allocate new books as needed.  Pupils access Lexia and Bug Club programme to support reading skills  Review Nov 2022:  Pupils continue to access Lexia in school and out of school – although the out of school usage needs further promoting.  There have been problems accessing enough devices for all children with licences to access 3 times weekly. This is under review.  Some progress is evident but this is not accelerated and needs further monitoring alongside English Subject Lead  % achieving the Y1 phonics screen is in line with national; and pupils apply spelling strategies independently  Review Nov 2022:  68% of chn passed Year 1 phonics screening in June 2022 (national is 75%)  55% of disadvantaged passed (where number of disadvantaged children was 11)  All staff have just received up to date Read Write Inc. training.  School are now part of the English Hub and are benefitting from a Phonics Champion Mentor  Additional Phonics booster/intervention groups are being implemented for children  Pupils (especially those in EYFS and Yr 1) will develop speech and language skills in keeping with a GLD  Review Nov 2022:  17% of 21/22 cohort were disadvantaged  67% of 21/22 cohort achieved a GLD  Data showed that PP children achieved lower in literacy based skills and fine motor skills.  PP chn particularly low on arrival in PSED and Physical  90% of PP children were working at expected level in their speaking and 80% of PP children were working at expected level in listening and attention by the end of the year  Overall 60% of PP chn achieved GLD at end of EYFS  SaLT support remains good with a dedicated TA working 1:1 and in small groups with chn requiring direct speech and language therapy  TAs in EYFS use speech and language link to screen children in the Autumn Term and implement programmes of work to target specific speech and language difficulties throughout the year  Pupils’ vocabulary is broader; they show greater comprehension when reading and use a wider range when writing  Pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows  Review Nov 2022:  All classes having working walls to capture ambitious language and vocab. Daily VIPERS sessions work on the development and understanding of texts.  Writing is modelled by staff effectively to show children how to improve their writing. |
| Pupils are able to show their understanding of mathematical concepts through written expression  Pupils working below ARE, make accelerated progress with maths, so that the gap between them and their peers narrows  Pupils become proficient in using and understanding times tables and can be used to problem solve and applied to reasoning activities successfully  Review Nov 2022:  New Maths Lead in place since September.  Robust monitoring plan in place and book look already completed.  EOY Maths Data across the school shows that the percentage of PP chn working at the expected level at the end of 21/22 remains lower than that of non PP chn. EOY Maths data for PP chn in Year 1 was better, with 60% reported as working at the expected level. |
| Reduction in frequency of behavioural incidents and in class disruption.  Pupils are resilient & able to learn  Pupils concentrate and are engaged throughout lessons  Pupils feel understood and in control of themselves  Pupils showing self-managing behaviours  Pupils accept support and use strategies to manage conflict, anxiety & problems  Pupils will develop strategies, which support them in overcoming or enabling them to work with the difficulties they have  The updated behaviour policy is better placed to support the wellbeing of **all** pupils  Review Nov 2022:  Behaviour Policy updated again since the Summer and a new step system implemented to tackle low level disruption and reward positive THRIVE attributes  New behaviour form for staff to fill in which alerts the Behaviour Lead (JJi) who can then support  Instances in low level disruptive behaviour have already reduced but more time is needed for the new system to be embedded  Improved reward system with the introduction of a school shop  The PPod supports the SEMH of children, staff and parents and is able to offer Early Help to support the development of good levels of resilience, emotional health and wellbeing.  The introduction of a new PSHE scheme (Jigsaw) has raised the profile of PSHE in school and weekly sessions work on specific areas of social and emotional development.  Pupils with SEND and very challenging behaviours are well supported through the provision of Risk Assessments, support from outside agencies, regular reviews.  Pupils in classes with chn who display challenging behaviours are supported to manage their feelings around it but after consulting with parents, this needs further work.  Parents have been consulted around behaviour and their feedback taken on board and is being actioned accordingly. |
| Pupils require less external motivation but show determination and drive themselves (engagement in lessons; response to feedback in books; engagement in wider school activities)  Families are supported to manage difficult times through the use of PPod strategies/resources and take up signposting to external agencies for more long term support  Parents feel they can use school to support them and their children  Parents and children feel supported to help manage their mental health and wellbeing and develop positive strategies  Children’s awareness, of the variety of opportunities they have now and in the future, is raised and they develop an attitude of self-challenge to achieve these  Review Nov 2022:  See section above  More opportunities needed to increase cultural capital for PP children  Children (particularly in EYFS and Year 1) physical development is broadly in line with peers and children achieve GLD in this area  Review Nov 2022:  PP chn were particularly low on entry in physical development. By the end of the year in EYFS this had improved but fine motor skills remained low for PP children.  New system in place for gross motor skills development and monitoring and tracking for EYFS and KS1 chn led by EYFS teacher.  Fine Motor Skills is always part of continuous provision and Active Hands Programme is being implemented with more children within Year 1 and 2 to support the development of fine motor skills.  Children with health difficulties have a robust care plan in pace which impacts attendance, positive experience of school etc.  Health Care Plans are in place and reviewed by the School Welfare Officer (SWO). Liaison with parents and pupils is central to ill health not becoming a barrier to learning. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Lexia | Lexia Learning Systems  300 Baker Avenue, Suite 320 Concord, Massachusetts 01742  Lexia UK Ltd  Level 8 Trinity Gate  32 West Street  Gateshead  NE8 1AD |
| Bug Club | Active Learn  John Smith Court  John Smith Drive  Oxford Business Park  Oxford  OX4 2JY |
| Tapestry | The Foundation Stage Forum Ltd  65 High Street  Lewes  East Sussex  BN7 1XG |
| Speech and Language Link | Speech Link Multimedia Ltd  Canterbury Innovation Centre  University Road  Canterbury  Kent  CT2 7FG |

# Further information

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