

# Swavesey Primary School Pupil Premium Strategy Statement 2021/2022-2024/2025



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	Swavesey Primary School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024/2025
Date this statement was published	December 2021
Date of latest review	May 2024
Statement authorised by	Anna-Claire Norden Headteacher
Pupil premium lead	Lucy Poskitt Deputy Headteacher
Governor / Trustee lead	Claire Daniel Pupil Premium link governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,645
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,835

# Part A: Pupil premium strategy plan

## Statement of intent

At Swavesey Primary School, our main objective is to improve attainment for disadvantaged pupils regardless of their background or other possible challenges they may face. We intend that disadvantaged pupils will make good progress across the curriculum and attain well in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. We carefully track and monitor the progress of all children to ensure they are supported regardless of whether they are working towards, at or greater depth within their age-related expectations. We recognise the possible negative impact that social and emotional needs can have on children's attainment therefore consider the children's development holistically to ensure they are developing both academically and as an individual.

Our pupil premium strategy plan targets those who are eligible for pupil premium funding but also works hard to offer support for other disadvantaged pupils as well as the general school populous who are likely to benefit from the objectives set below.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point where need is identified
- adopt 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	Disadvantaged pupils throughout the school do not consistently achieve well in English and mathematics.
2	Assessing the range of needs socially, emotionally and academically, in order to plan and target areas of need within the pupil premium group
3	Pupil premium children are not consistently attaining well in phonics
4	Observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Observations and discussions with staff and pupils indicate that post Covid-19, children have returned to school feeling less equipped to engage independently in their learning and are less able to use their 5Rs and a 'Growth mindset' to support their learning and development.

## 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
Improved attainment in English and maths across the school for disadvantaged pupils.	Attainment of disadvantaged pupils across school in English and maths by 2024/2025 show that attainment in English and maths is increasing each year.
Improved, more robust assessment systems including the use of diagnostic tools being used for disadvantaged pupils.	Enhanced assessments can be made of children's academic and social and emotional development with the use of diagnostic analysis tools to target specific areas of need for learning and progress.
Disadvantaged children will consistently achieve well in phonics.	Outcomes from Year 1 phonics data by 2024/2025 show more than 70% of disadvantaged pupils have met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils will demonstrate higher levels of oral and written vocabulary and confidence in their spoken language through pupil voice, observations and other on-going assessments.
Improved independent learning behaviours among disadvantaged pupils.	Assessments, observations, pupil voice and discussions indicate significantly improved independent learning behaviours among disadvantaged pupils.

## 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: £10,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of pupils to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>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:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 5

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

Budgeted cost: £10,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and 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.	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: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5

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

Budgeted cost: £10,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training revision of 5Rs, 'Growth mindset' and independent learning behaviours with the aim of revising good practice that children were engaged in prior to Covid-19 pandemic. This may lead to interventions for some	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5

children with more targeted support needed.		
Implementation of Drawing and Talking intervention for those with social, emotional and mental health needs.	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	1,2,3,4,5
Increasing opportunities for parental engagement through workshops, visits etc in line with restrictions. This could be sharing approaches to support learning and homework at home or supporting with social and emotional needs.	Evidence shows that parental engagement has a positive impact on children's progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,2,3,4,5

**Total budgeted cost: £ 30,835**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2022-2023), drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrated that for disadvantaged pupils:

- Maths progress scores were above local and national average
- Writing progress scores almost in line with local and just below national average
- Reading progress scores were below local and national average
- The pupil percentage meeting expected or higher in reading, writing and maths combined was below local and national
- Average scores in reading and maths were slightly below local and national average

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>-2.50</b>	<b>-0.66</b>	<b>1.21</b>
Confidence interval	-7.5 to 2.5	-5.5 to 4.2	-3.5 to 5.9
Number of disadvantaged pupils	6	6	6
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.43	0.36	0.51
<a href="#">Switch comparator</a>			

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	6	5668	468532
Progress score in reading (confidence interval)	-2.5 (-7.5 to 2.5)	1.2	0.4
Progress score in writing (confidence interval)	-0.7 (-5.5 to 4.2)	-0.2	0.4
Progress score in maths (confidence interval)	1.2 (-3.5 to 5.9)	0.5	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	38%	65%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	9%	10%
Average score in reading	101	107	106
Average score in maths	101	105	105

Based on all above, the disadvantaged expectations, present on the outcomes achieve by in the section above.

the information performance of our pupils partially met and we are at course to achieve we set out to 2024/25, as stated Intended Outcomes



Our evaluation of the approaches delivered last academic year indicates:

*Standardised tests-* staff believe that the use of standardised tests for diagnostic assessments indicates areas for development for individuals or groups which then informs future planning.

*Phonics scheme and KS2 intervention-* In year progress trackers indicate that the introduction of Little Wandle (as a systematic, synthetic phonics programme and key stage two intervention) is having a positive impact on attainment and progress.

*Enhancement of our maths teaching and curriculum* has been undertaken across 2023-2024 with staff engaging in CPD from the Maths Hub and the Local Authority.

*Small group and 1:1 maths tutoring* has a targeted specific needs and knowledge gaps supporting their progress.

*Focus on 5Rs, 'Growth mindset' and independent learning behaviours* - staff have reported that the whole school focus on understanding and implementing 5Rs in academic year 23-24, has positively impacted on children's learning behaviours across the school.

*'Drawing and talking' SEMH intervention* has been implemented during 2023-2024. Children have reported a positive impact on their wellbeing following their sessions. Other professionals involved with some of our disadvantaged children e.g. social workers have also commented on the positive impact.

*Parental engagement-* there has been an increase in opportunities for parental engagement during 2023-2024 with reading and phonics workshops.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

Programme	Provider
Little Wandle	Wandle Learning Trust
Mastering Number at Reception and KS1	Maths Hub
Aiming for Excellence (Early Years Reception)	Local Authority