

Swarland Primary School Pupil Premium Strategy Statement 2024 to 2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Swarland Primary School
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	0% FSM PP 1.2% PP+ 0% Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	L.Fletcher
Pupil premium lead	L.Fletcher
Governor / Trustee lead	C.Letts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1480 (FSM) £2570 (PP+) £340 (Service)
Recovery premium funding allocation this academic year	£60
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	£4450

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- **What are your ultimate objectives for your disadvantaged pupils?**

We want all of our disadvantaged pupils to reach their full potential accessing an inclusive and engaging curriculum which meets their needs.

Our aim is to support disadvantaged pupils to overcome their barriers to learning so they can fully access the curriculum, narrow the gap in their attainment and make good progress from their starting point, irrespective of their background. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goal.

Alongside their academic objectives, we aim to support the children's mental health, well-being and low self-esteem so they can feel confident in their abilities and access a wide set of strategies to support their mental health and well-being. We aim to support children's attendance so they can maximise learning opportunities at school.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

High-quality teaching is the priority, 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. Our current strategy uses additional teachers and teaching assistants who are employed to provide additional feedback to the disadvantaged children as part of their daily practice or support them through academic work, emotional literacy support, mental health and interventions. This has been shown by the EEF to have a high impact for very low cost, based on moderate evidence, with potential for 8 months gain. The employment of additional staff also allows these children to access bespoke interventions designed to meet their needs.

Our attendance lead and mental health lead employ a whole school approach to ensure all children including disadvantaged receive mental health support to promote positive well-being and good attendance with targeted individuals receiving additional provision to ensure they can be the best that they can be.

What are the key principles of your strategy plan?

We aim to enhance the professional development of all staff, benefitting all pupils in their knowledge and understanding of mental health approaches looking for early signs of poor mental health and strategies that can be used to support when this occurs. Train staff in emotional coaching strategies to support disadvantaged and vulnerable groups of children. Train designated staff in reasons for barriers to attending school including emotional based school

avoidance. Work in partnership with other schools and agencies to share good practice and signpost support pathways. This should ensure that appropriate strategies are in place across the school to support those children who need it most, removing barriers to learning and providing a safe, supportive environment in which children can thrive.

Challenges

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

Challenge number	Detail of challenge
1	Observations, multi agency work and parental meetings indicate some of our vulnerable children have experienced early childhood trauma or significant mental health issues. This has led to poor attendance and social, emotional mental health challenges and barriers to learning.
2	Our assessments and observations indicate that the education and well-being of many of our vulnerable pupils have been impacted by partial school closures to a greater extent than for other pupils (Year 4-6). These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and literacy.
3	Assessments inc Rec baseline, 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.

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 attendance for all pupils, particularly our disadvantaged pupils	<p>. Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. <p>the percentage of all pupils who are persistently absent being below 4% and</p>

	the figure among disadvantaged pupils being no more than 4% lower than their peers
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • attendance levels which are in line or above national averages
To provide trauma informed practice across school to support our most vulnerable.	<p>Attendance of vulnerable is above average or in line with peers.</p> <p>Children and parents respond they feel supported by school practice.</p> <p>Children engage with learning as SEMH needs are met and making good progress from starting point.</p>
Improved oral language skills and vocabulary among disadvantaged pupils (focus Reception chn.)	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures .</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Additional maths, literacy, spoken language sessions targeted at disadvantaged pupils who require further academic support This will be delivered in small groups or one to one..</p>	<p>Targeted interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Purchase, training of and delivery of NELI programme to improve listening, narrative and vocabulary skills for disadvantaged Reception pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF</p>	3
<p>CPD in Read Write Inc phonics for all staff</p>	<p>EEF toolkit phonic show moderate impact for very low cost, based on very extensive evidence. Approx 4 months</p>	2

	gain. Evidence - Phonics Toolkit Strand Education Endowment Foundation EEF	
CPD for staff in SEMH including building resilience, creating well being and understanding SEMH.	There is extensive evidence that mental health, well being and emotional skills are linked with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Embed good practice suggested by DFE, BE You Team and St Thomas' Lightbulb programme.	1 2

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support self-esteem and mental health and well-being through ELSA support and intervention. Training for staff	Social and emotional learning can have moderate impact for moderate cost of approx. +4 months gain.	1 2
Extra curricular study groups offered to those children in Y6 to help them feel prepared for	EEF evidence states additional small group support can effectively target disadvantaged pupils, low cost, moderate evidence base, 4 months gain impact.	2

SATs to demonstrate full potential.		
SLT attendance at pupil premium network meetings and attendance network meetings to share good practice and training	EEF evidence stated CPD can have a significant impact on children's outcomes https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1

Total budgeted cost: £ 3700

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 2022 to 2023 academic year.

Each term a group of students were selected to take part in small group school led tutoring outside of school hours. This was led by a trained teacher that the children were familiar with. The school led tutoring was focussed on literacy and mathematics curriculum was focussed on the areas where pupils benefited most from additional practice and feedback. This was phonics- utilised in blending for reading, segmenting for spelling and grammar work. The Read Write Inc Programme – Further Literacy Support was delivered to a group of students for 15 weeks, 2 hours a week.

As a result, all FSM children made good progress from their starting point and targets were met on their individual support plans. 100% of targeted children made progress from their starting points. 100% of Y1 children passed their phonics test.

84% of targeted children improved their reading standardised score.

100% of Year 6 children achieved ARE in reading and writing with 33% GDS.

Effective transition programmes set up for children moving from primary to secondary school. This included additional visits to new school supported by our school staff, additional liaison meetings between both school and parents to address child's needs.

Effective transition took place for these children so they could make a confident start in secondary school and joining us in Reception, supporting their emotional health and well-being and lessening anxieties around changing schools. Parents and feeder school report children have settled well.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. This has been included also as it completes our three year strategy and a new strategy will be put in place for Autumn 2024.

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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
LightBulb Mental Health Programme	St. Thomas' College.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One child receives service pupil premium. This money was spent on school led tutoring to support giving children additional feedback and emotional support. We identified gaps in service children's education caused by moving between schools which we addressed with offered targeted support outside of school hours.
What was the impact of that spending on service pupil premium eligible pupils?	The child was offered the support outside of school hours but not accepted by parents.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Funding places on residentials for KS2 children to enhance their cultural capital.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing.

Planning, implementation, and evaluation

We have put a robust evaluation framework in place for the duration of our two year approach and will adjust our plan over time to secure better outcomes for pupils.