

# Swavesey Primary School Pupil premium strategy statement



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 on which it will be reviewed	July 2022
Statement authorised by	Anna-Claire Norden Headteacher
Pupil premium lead	Lucy Poskitt Deputy Headteacher
Governor / Trustee lead	Alison Fox Pupil Premium link governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,210
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	£27,400

# 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. 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.

We believe that high-quality teaching is the most effective tool to enhance learning and achievement therefore we use the identified areas for development, based on disadvantaged pupils, as our focus for whole school professional development. This approach 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 pupil premium strategy plan aligns with our school development plan that aims to further develop quality first teaching strategies alongside maximizing the impact of the National Tutoring Programme (NTP) <https://nationaltutoring.org.uk/> to ensure all children, particularly those whose education has been worst affected, including non-disadvantaged pupils make progress in their learning.

Our approach is flexible and adaptable, depending on individual and wider group needs both academically as well as socially and emotionally. In order to ensure efficacy, we will use robust assessments and evidence-based principles to inform our approach. Our approach is rooted in our school ethos where all staff take responsibility for the outcomes of all pupils, including disadvantaged pupils.

## 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, both socially 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 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: £6,400

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:  <u><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></u></p>	<p>1, 2, 3, 4</p>
<p>Purchase of a <u><a href="#">DfE validated Systematic Synthetic Phonics programme</a></u> 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:  <u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>1, 2, 3</p>
<p>Development of maths teaching and learning in line with DfE and EEF guidance to raise attainment by developing independent learning behaviours in maths.</p>	<p>Evidence suggests that improved metacognition and self-regulation allows learners to be more aware of their strengths and weaknesses, and can motivate them to engage in, and improve, their learning  <u><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></u></p>	<p>1, 5</p>

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	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.	<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 and in small groups:</p> <p><u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p><u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u></p>	1,2,3,4,5

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training revision of 5 Rs 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 children with more targeted support needed.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <u><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></u></p>	<p>1,2,3,4,5</p>
<p>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.</p>	<p>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></p>	<p>1,2,3,4,5</p>

**Total budgeted cost: £ 27,000**