



Pupil Premium Strategy Statement

September 2021-
July 2024

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 2021	Updated 2022
School name	Swallownest Primary School	
Number of pupils in school	206 (FS1- Y6)	211 (FS1- Y6)
Proportion (%) of pupil premium eligible pupils	(47) 22.8%	(51) 24.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years Strategy aims and activities outlines below are for 2021-22 but reviewed annually in line with three-year overview intended outcomes.	
Date this statement was published	17 th December 2021	
Date on which it will be reviewed	October 2022	October 2023
Statement authorised by	SWP	
Pupil premium lead	Mr L McHale (HT) Mr D Chambers (PP Champion)	
Governor / Trustee lead	Hilary Best/ Jenny Edgerton	

Funding overview

Detail	Amount 21	October 22 Indicative*
Pupil premium funding allocation this academic year (£53,800 += £7,035)	£ 60,835	£55,400 +£7,230
Recovery premium funding allocation this academic year	£6,235	£10,127
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£67,070	£72,757

Part A: Pupil premium strategy plan

Statement of intent 2021-24

At Swallownest Primary School, our aim is for **all** pupils to achieve their full potential regardless of educational barriers. We believe that in order for all pupils to achieve their potential, and for the school to offer a high quality and inclusive education, the following values are important:

- All pupils feel accepted
- All pupils feel loved
- All pupils achieve
- All pupils feel welcome
- All pupils access quality first teaching.
- All staff know and understand the individual needs of the pupils

Reading is prioritised in our school. We believe that all pupils should crack the phonics code and learn to read as quickly as possible. From our Foundation Stage, all pupils have access to quality phonically decodable texts and an environment which is rich in vocabulary. Oracy skills are fundamental in the progress of pupils and, at SWP, we ensure that pupils are given the opportunities to practise speaking and listening. We encourage the use of drama and performances (Covid 19 appropriate), pupils develop their confidence and ability to speak aloud.

Using formative assessments, the barriers and areas to develop, for all pupil premium pupils, are swiftly identified and targeted. Through the use of the individual plans (Pupils Progress Meetings- PPMs), all pupil premium pupils' needs are prominent in their learning journey. Parents are fully informed of the individual needs of their pupil and how the support is identified. Pupils are tracked closely and progress monitored to ensure that all support is in place at the right time for the individual.

We know that we will be successful when:

- All pupil premium pupils make good progress.
- Any pupils falling behind quickly catch up, no one is left behind.
- Assessments are accurate and used effectively to impact on the development of the pupils.
- Assessments show that Pupil Premium pupils retain more information.

Challenges

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

Challenge number	Detail of challenge
1 COVID/ attendance	<p>As a result of Covid-19, following lockdowns, school closures and self-isolation a number of pupil premium pupils are highly likely to have experienced additional educational barriers. As a result of this, gaps within their learning are likely to have occurred.</p> <p>Towards the middle of lockdown 1 and during all of lockdown 2, not all pupil premium pupils who were invited in, attended. For some of our families, lack of engagement with online lessons impacted their progress during these difficult times. For many of our pupil premium pupils, the lockdowns resulted in a detrimental impact on their progress and engagement. We are worried that, should a lockdown happen again, these pupils would struggle again.</p> <p>Historical data shows attendance for PP is an on- going issues complicated further by COVID and isolation periods.</p>
2 SEN need include language barriers.	<p>A high number of our pupil premium pupils, in each cohort, have additional SEN or Speech and Language needs and therefore need a greater degree of individual interventions.</p> <p>Following results from baseline and teacher assessments, it has been recognised that more pupils started our Foundation stage at a lower baseline than usual. As a result, a higher proportion of pupils entering Foundation Stage, since the pandemic, have more complex speech and language needs and under-developed language acquisition. This is particularly applicable to SEN and PP pupils.</p>
3 Phonics and Early Reading	<p>Virtual lessons in lockdown continued but were particularly challenging for younger pupils who were unable to maintain focus for longer session. Early reading and phonic skills were impacted more than other curriculum areas. Pupil premium and vulnerable pupils suffered more due to this, especially where parental involvement was an added consideration.</p>
4 SPAG and Writing	<p>The lockdowns and periods of self-isolation impacted on standards in SPAG, especially as during virtual lessons the application of SPAG into writing at length was a significant challenge. Since returning to school, pupils, in particular those pupil premium pupils, are not consistently applying their age-appropriate SPAG knowledge into their independent writing, to the same standard as pre-pandemic.</p>
5 Mental Health needs	<p>During this time, pupils with additional needs struggled more with the isolation. As a result of this, pupil premium pupils required additional support to help with their mental health and how to deal with additional trauma. Those pupil premium pupils with SEN require additional support to deal with the trauma of the lockdown- returning to school behaviours.</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
Pupil Premium pupils make good progress in all cohorts. The percentage of pupil premium pupils achieving expected or greater depth in Reading, Writing and Maths improves.	<ul style="list-style-type: none"> - Pupil Premium pupils make good progress - A greater percentage of pupil premium pupils achieve ARE by the end of KS2 2022 - Pupil Premium pupils achieve at least in line with Pupil Premium pupils nationally - Pupil Premium pupils in year 1 achieve well in their phonics screening - PPM targets are SMART and termly reviewed and reported to parents (PCs)
Pupil Premium pupils access good quality first teaching at all times and in all subjects	<ul style="list-style-type: none"> - Teaching remains at least good in all year groups. Teaching is based on current research. - Any Pupil Premium pupil falling behind is quickly identified and receives appropriate interventions to help them catch up. - All Pupil Premium Pupils meet their targets.
Pupil Premium pupils with speech and language/ language acquisition gaps continue to improve over time.	<ul style="list-style-type: none"> - Pupils with speech and language/ language acquisition needs are quickly identified and a programme of support is put in place. - Staff are trained to develop pupils' language acquisition. - Curriculum documentation identifies for curriculum language to be explicitly taught.
An increased number of Pupil Premium pupils achieve well in literacy	<ul style="list-style-type: none"> - Staff are highly skilled to develop the teaching of English- Pathways - Any pupils falling behind are given support to catch up - The percentage of Pupil Premium pupils passing phonics increases - Pupils in KS2 apply their SPAG knowledge to writing at length (book analysis evidence)
Pupil Premium pupils are able to regulate their emotions with the support of highly trained adults.	<ul style="list-style-type: none"> - De-escalation training for ALL staff - Un-conditional positive regard - Support staff to support pupils to regulate their emotions. - Training for all staff on how to recognise pupils' barriers and ensure that they are fully supported (SEN, behaviour attendance) - Pupils have the vocabulary to describe their emotions

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: £11,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To further develop excellence in teaching with the focus on strategies to ensure learning is placed in the long-term memory: pupils to know and remember more.</i></p> <p>Staff training linked to the Teach Simply Model with a focus on generative learning, working memory and retrieval practice and schema building.</p> <p>Staff training from LA offer, networking, Rotherham School Improvement Service (RoSiS). (£6,500)</p>	<p>Internal data and monitoring outcomes.</p> <p>Research linked to: publications (Rosenshine, Generative Learning)</p> <p>Attendance registers, CPD etc</p>	<p>1-4</p>
<p><i>To further accelerate progress of pupils in phonics and literacy skills.</i></p> <p>Additional staff training and development days through Phonics Bug Club to further develop staff confidence and expertise in phonics. (£2,000)</p> <p>Improve the teaching delivery of English:</p> <ol style="list-style-type: none"> 1. To improve the delivery of English through SOW- Pathways, including progression of SPAG 2. Pathways to Spell programme to improve the Spelling, retention and application in KS1 and KS2. (£1,920) 	<p>EEF research evidences that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the Pupil Premium Funding to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium funding. While the Pupil Premium is provided as a different grant from core funding, this financial split should not create an artificial separation from whole class teaching.</p>	<p>3-4</p>
<p><i>Targeted booster support for Pupil Premium pupils who have gaps in</i></p>		<p>1-2</p>

<p><i>learning and are not on track to make good progress.</i></p> <p>Diagnostic assessments purchased to identify any gaps in learning for all pupils (YARK). (£317)</p> <p>Assessments tool linked to the interventions to provide quality interventions matched to individual needs of Pupil Premium pupils (MoR) Bug Club diagnostic checks (£750)</p>	<p>First class @ Number, Sandwell etc previously used- following detailed analysis of the intervention and the impact on the progress of the pupils it was identified as an excellent resource to use.</p> <p>School investment in the YARK as it is a quality resource which standardises scores and provides detailed analysis to support pupils' progress, (reading).</p> <p>Bug Club annual subscription, full benefits of an accredited SSP.</p>	
<p><i>High quality support provided for Pupil Premium pupils who needs surrounding mental health and trauma.</i></p> <p>Staff are highly trained in supporting pupils to learn about different feelings and how the feelings impact on their daily lives.</p> <p>All staff support those pupils to work through their emotions.</p> <p>A strong timetable of support is identified for all.</p>	<p>Unconditional positive regard.</p> <p>ELSA trained staff have full access to the research and resources which support the course.</p> <p>Evaluation Report</p>	5

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

Budgeted cost: £ 61,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics and Early Reading Support</i></p> <ul style="list-style-type: none"> - Work with Bug club to further develop staff expertise at delivering phonics confidently. 	<p>DfE Research into validated phonics programmes</p>	3

<ul style="list-style-type: none"> - English lead in school to attend training sessions/ work with identified partner school. - Purchase further Bug Club, resources including more phonetically decodable books. £5000 		
<p><i>Language Acquisition and development</i></p> <ul style="list-style-type: none"> - Implementation of NELI programme to support language development in FS2 AM (£760 + on costs= £1,500) - Disadvantaged pupils targeted through the support of specialist NHS Speech and Language £2,629 	EEF Toolkit: Oral Language Interventions	2
<p><i>Targeted interventions:</i></p> <ul style="list-style-type: none"> - Small group and one to one support to address any gaps in attainment. - Booster groups of all Pupil Premium pupils - Additional 1:1 tutoring intervention - Additional 1:1 reading for all Pupil Premium pupils . - Over staffing to support interventions above £52,000 	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	1,2

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Fund contributions to visits for FSM pupils including residential</i> £1,000</p>	<p>Positive impact for pupils who attend residential visits.</p> <p>The funding enables equality of opportunities.</p> <p>Raises pupils' aspirations and life chances.</p> <p>Support for the well-being of pupils is</p>	5

	achieved in order to enable them to access learning and quality first teaching.	
<i>Fund scholarships for FSM pupils to access music/instrumental lessons</i> £200	Positive impact for pupils who have access to musical lessons. Pupils able to access orchestra and potential scholarship to secondary education. Raises pupils' aspirations and life chances.	5
<i>Fund contributions to visits for out of hours provisions B/C ASC</i> £2,600	Positive impact for pupils who have access to out of hours provision to aid removal of barriers (attendance/Pre learning ETC).	

Total budgeted cost: £ 76,416

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.

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
Shine	Rising Stars
NTS	Rising Stars
Bug Club	Pearson

Service pupil premium funding

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Internal data available on request.

Strategy used 2020/21:	Evaluation:
<p><u>Teaching:</u></p> <p>Improve the quality of teaching across school by focusing on a clear pedagogy.</p> <p>Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools (COVID 19 appropriate).</p> <p>Revise the curriculum offer to include teaching resources which enable staff to identify and plan substantive knowledge.</p> <p>Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a</p>	<p><u>Teaching strategies:</u></p> <p>Focused CPD took place to improve the quality of teaching and learning and the curriculum offer.</p> <p>Ofsted monitoring outcomes:</p> <p>March 2021:</p> <p><i>Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.</i></p>

<p>full and balanced curriculum.</p>	<p>July 21:</p> <p><i>Leaders and those responsible for governance are taking effective action in order for the school to become a good school.</i></p>
<p><u>Targeted support:</u> Working with Vision Education, Accredited NTP provider: Targeted Tutoring to support identified children.</p> <ul style="list-style-type: none"> - 13 week programme delivering 4 x 15 hour blocks of 1:1, 1:2, 1:3 pupils across school by a qualified Mentor (COVID Recovery/Rescue plan) - Additional TA support deployed for interventions/ tutoring following lockdown - Ensure that all Pupil Premium pupils read regularly to practice skills and improve fluency Daily bottom 20% - Train TA's to expertly respond the AFL when supporting pupil premium pupils in the classroom - Premium seating for all PP children 	<p><u>Targeted support strategies evaluation:</u></p> <p>All Pupil Premium pupils had an individual plan in place, with SMART targets. This was evaluated termly. Additional interventions were in place for all PP pupils, including additional reading opportunities.</p> <p>As a result, outcomes for Pupil Premium pupils improved for all cohorts – see data above.</p>
<p><u>Other approaches:</u></p> <p>Fund wider opportunities, including musical opportunities and access to a learning mentor to support mental health, trauma and counseling of individual pupils.</p>	<p>Musical tuition continued through the pandemic and was subsidised for Pupil Premium pupils.</p> <p>Due to the lockdown, many of our vulnerable pupils needed additional support from the Learning Mentor, as we saw a rise in cases of anxiety and mental health concerns. They were well supported by the Learning Mentor, and reintegrated well back into school as a result following gaps in education (lockdown/ end of holidays).</p>

Data outcomes 2022- EYFS

EYFSP Benchmark (Goals) 2022

URN/ Estab. Setting Name	Eligible	Ineligible	ACHIEVED EXPECTED																
			COM		PSE			PHY		LIT			MAT		UTW			EXP	
			LAU	Spe	SR	MS	BR	GMS	FMS	Com	WRe	Wri	Num	NP	P&P	PCC	Nwo	CwM	BIE
- NCFE National	616,610	4,560	82.1%	82.6%	85.1%	87.0%	88.5%	82.1%	85.8%	80.3%	74.7%	69.5%	77.8%	77.2%	81.7%	81.3%	81.2%	87.2%	86.8%
Disadvantaged	86,210	560	72.5%	73.4%	76.3%	79.3%	81.9%	87.6%	76.9%	64.8%	60.0%	53.8%	64.2%	63.3%	71.0%	70.3%	74.3%	79.7%	79.3%
Non Disadvantaged	464,610	3,420	83.6%	84.2%	86.7%	88.4%	89.7%	82.9%	87.4%	82.4%	77.4%	72.4%	80.3%	79.8%	83.6%	83.3%	86.9%	88.5%	88.1%
Unknown	64,480	580	83.0%	83.5%	85.4%	87.5%	88.9%	82.5%	86.3%	81.4%	75.5%	70.0%	78.8%	78.0%	82.5%	81.9%	86.3%	88.0%	87.8%
- Local Authority	3,112	18	81.5%	81.5%	84.1%	86.2%	87.8%	81.7%	84.0%	78.5%	73.7%	68.8%	76.2%	75.4%	79.7%	79.2%	83.3%	84.5%	85.3%
Disadvantaged	535	3	73.6%	73.5%	75.5%	78.8%	80.2%	87.5%	76.2%	70.1%	62.2%	56.2%	65.0%	63.9%	66.6%	66.2%	73.6%	77.2%	77.8%
Non Disadvantaged	2,657	15	83.1%	83.1%	85.8%	87.5%	89.4%	82.6%	86.2%	80.2%	76.1%	71.3%	78.2%	77.8%	81.9%	81.4%	85.2%	85.9%	86.4%
Z051 Swallowest Primary School	26	0	80.8%	80.8%	88.5%	88.5%	88.5%	82.3%	82.3%	76.9%	73.1%	73.1%	80.8%	80.8%	88.5%	73.1%	76.9%	76.9%	73.1%
Disadvantaged	7	0	71.4%	71.4%	85.7%	85.7%	85.7%	100.0%	85.7%	71.4%	71.4%	71.4%	71.4%	71.4%	85.7%	71.4%	71.4%	57.1%	57.1%
Non Disadvantaged	19	0	84.2%	84.2%	89.5%	89.5%	89.5%	89.5%	94.7%	78.9%	73.7%	73.7%	84.2%	84.2%	89.5%	73.7%	78.9%	84.2%	78.9%

KS1

KS1 Summary List 2022

Estab. No.	Establishment	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	≥EXS
			●●●	●●●	●	●●●	●●●	●	●●●	●●●	●	●●●	●	●●●
- NCFE National	633,700	32.8%	66.9%	18.0%	42.0%	57.6%	8.0%	32.1%	67.7%	15.1%	53.4%	5.9%	53.0%	
Disadvantaged	136,210	48.2%	51.6%	8.3%	58.6%	41.2%	3.1%	47.8%	52.0%	6.8%	36.9%	2.1%	36.6%	
Non Disadvantaged	431,350	28.0%	71.6%	20.9%	37.0%	62.7%	9.4%	27.2%	72.5%	17.6%	58.4%	7.0%	58.1%	
Unknown	66,140	32.1%	67.5%	19.1%	41.0%	58.7%	9.0%	31.5%	68.1%	16.0%	54.4%	6.7%	54.1%	
- Local Authority	3,112	35.1%	64.7%	17.1%	43.8%	55.9%	5.3%	34.1%	65.7%	14.0%	51.8%	4.0%	51.5%	
Disadvantaged	857	50.3%	49.6%	7.2%	59.0%	40.8%	2.0%	49.4%	50.5%	5.8%	35.9%	0.8%	35.6%	
Non Disadvantaged	2,255	29.4%	70.4%	20.9%	38.0%	61.7%	6.8%	28.2%	71.5%	17.1%	57.8%	5.2%	57.6%	
Z051 Swallowest Primary School	30	43.3%	56.7%	23.3%	56.7%	43.3%	6.7%	40.0%	60.0%	16.7%	40.0%	5.3%	40.0%	
Disadvantaged	8	62.5%	37.5%	0.0%	87.5%	12.5%	0.0%	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%	
Non Disadvantaged	22	36.4%	63.6%	31.8%	45.5%	54.5%	9.1%	31.8%	68.2%	22.7%	54.5%	4.5%	54.5%	

KS2

Estab. No.	School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS				
			≥Exp	Avg. High SS	≥Exp	Avg. High SS	≥Exp	Avg. High SS	≥Exp	Avg. High SS	≥Exp	Avg. High SS	≥Exp	Avg. High SS				
-	NCER National	624,340	58.7%	7.2%	104.8	24.6%	74.5%	27.9%	69.5%	12.8%	103.8	27.6%	71.4%	22.5%	105.1	26.6%	72.5%	28.3%
	Disadvantaged	165,660	43.0%	2.8%	102.2	36.4%	62.5%	17.4%	55.7%	6.2%	100.9	42.0%	56.6%	11.8%	102.2	39.9%	58.9%	17.2%
	Non Disadvantaged	399,300	65.3%	9.0%	105.8	19.8%	79.5%	32.1%	75.3%	15.4%	105.0	21.5%	77.6%	26.9%	106.2	21.2%	78.0%	32.9%
	Unknown	59,380	58.7%	7.8%	104.9	24.2%	74.9%	28.4%	69.5%	14.0%	103.9	27.6%	71.2%	22.6%	105.2	26.2%	72.9%	28.7%
-	DFE Region - Yorkshire and the Humber	60,450	56.6%	6.0%	104.2	26.6%	72.4%	25.1%	67.8%	11.2%	103.3	29.0%	69.8%	20.4%	104.2	29.2%	69.5%	24.5%
	Disadvantaged	18,980	40.1%	2.1%	101.5	39.1%	59.5%	15.3%	53.0%	5.1%	100.3	44.1%	54.3%	10.4%	101.1	43.2%	54.9%	13.9%
	Non Disadvantaged	41,470	64.1%	7.8%	105.4	20.9%	78.3%	29.7%	74.6%	14.0%	104.7	22.1%	76.9%	24.9%	105.5	22.8%	76.2%	29.4%
-	LA	3,374	54.1%	4.2%	103.6	30.2%	68.7%	22.1%	67.7%	7.8%	102.6	31.9%	67.1%	17.7%	103.6	30.4%	65.2%	21.2%
	Disadvantaged	1,165	36.6%	1.5%	101.1	43.2%	55.4%	12.7%	51.3%	3.5%	99.6	49.3%	49.4%	7.6%	100.8	45.2%	48.8%	11.1%
	Non Disadvantaged	2,209	63.3%	5.7%	104.9	23.3%	75.7%	27.1%	76.4%	10.1%	104.3	22.6%	76.6%	23.1%	105.3	22.6%	73.9%	26.5%
2051	Swallowest Primary School	27	74.1%	3.7%	104.6	22.2%	77.8%	22.2%	85.2%	14.8%	105.9	14.8%	85.2%	37.0%	109.0	14.8%	85.2%	48.1%
	Disadvantaged	5	60.0%	0.0%	100.2	40.0%	60.0%	0.0%	80.0%	0.0%	105.8	0.0%	100.0%	20.0%	101.4	20.0%	80.0%	0.0%
	Non Disadvantaged	22	77.3%	4.5%	105.5	18.2%	81.8%	27.3%	86.4%	18.2%	105.9	18.2%	81.8%	40.9%	110.7	13.6%	86.4%	58.1%