

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	Swinderby All Saints Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Zoe Longstaff Head Teacher
Pupil premium lead	Mrs Zoe Longstaff Head Teacher
Governor / Trustee lead	Mrs Laura Warman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20175 PP FSM and £4690 PP Post LAC TOTAL: £24 865
Recovery premium funding allocation this academic year	£2030 Recovery premium, TOTAL: £2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1300
Total budget for this academic year	£28195

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our Vision

As a church school, we work to ensure each child can flourish to achieve their full potential.

We do this by building a safe and inclusive community that fosters teamwork and promotes excellence in learning. We encourage all to follow their dreams, value their self-worth and contribute to their community and the wider world.

We work for this vision by living out our values of: -

Truthfulness

Compassion

Forgiveness

Respect

Jesus said, *"I have come that they may have life and have it to the full"*- John v10b

When making decisions about using the Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers may be: less engagement from home, poorer attendance than others, weaker language skills.

Our ultimate objectives for children in receipt of pupil premium are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to make or exceed nationally expected rates of progress and achieve age related expectations at the end of Year 6.
- To support children's mental health, physical health and well-being to enable them to be ready to learn at an appropriate level.

We aim to do this through:

- Referring to recommendations from the Education Endowment Foundation.
- Ensuring that ALL pupils is of high quality.
- Ensure that teaching and learning opportunities meet the needs of all pupils.

- Ensure that appropriate provision is made for pupils in receipt of pupil premium.
- Acknowledge that not all pupils who are socially disadvantaged are registered as free school meals so support will be given if need is identified. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Also recognise that not all pupils who are in receipt of free school meals are socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium intervention at one time.

Achieving these objectives:

The school ensures that a range of provision is utilised and may include but not inclusive of:

- Ensuring quality first teaching for all children
- Ensuring additional Teaching Assistant support is in place for identified year groups
- Work on weaker language and communication skills through Wellcom identification, reading support
- Providing small groups and 1:1, 1:2 and 1:3 small group intervention and tutoring when required.
- All children in receipt of pupil premium to make accelerated progress and aim to meet age related expectations.
- Ensuring access to mental health and well- being support through weekly ELSA support
- Ensuring any barriers to attendance are removed through Early help support
- Support for educational visits and extracurricular activities so that children have first- hand experiences that can be used for classroom learning too. E.g., Experience days, theatre visits etc.

Challenges

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

Challenge number	Detail of challenge
1	Mental well being of children who are ready to learn. The number of children who receive wellbeing support varies over time but currently 7/19 or 37% of FSM pupils are accessing ELSA support.
2	The school's assessments and observations show that the education and well being of many of the disadvantaged children has been impacted by partial school closures to a greater extent than for other pupils. This has led to a significant gap leading to pupils falling further behind age-related expectations especially in reading and maths. Internal assessments – November 2021 indicate that disadvantaged pupils are significantly lower in reading, writing and maths than their non disadvantaged peers.
3	The link between lower reading outcomes is impacting on the writing outcomes. Key focus in SDP to get reading above national average.
4	100% of children of children passing Year 1 and Year 2 phonics check.
5	Attendance.

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
100% of children passing the Phonics Check.	Dec 2021 Phonics Check results.
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points in reading and writing.	Increase the progress for key group of pupils in receipt of pupil premium in reading and writing in line with their non pupil premium peers.
To ensure that children in receipt of pupil premium have their wellbeing needs met which enables them to learn more effectively.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed. This support will help them to progress. Children to attend school every day. Attendance: Sept to Dec PP/FSM and Post LAC 92.40% Non PP 97.31%
Pupils are exposed to a wide range of knowledge as well as cultural experiences through the school's broad curriculum.	Disadvantaged pupils will attend events and be exposed to things that they would not normally be exposed to. Children engaged in extracurricular activities e.g., theatre visits etc.

	Children engaged in school life including Educational and Residential visits. Children feeling able to speak about their mental health.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 24355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for teaching staff and support staff to ensure high quality first teaching.	See EEF Toolkit: High Quality Teaching High-quality teaching EEF (educationendowmentfoundation.org.uk) ‘The best available evidence indicates that great teaching is the most important driver schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ Individual teacher support as identified through Performance Development process e.g., with mixed age planning, reading support etc.	2,3,4
Middle leader Subject Release Time for own and wider staff CPD, curriculum design and implementation.	See EEF Toolkit: High Quality Teaching High-quality teaching EEF (educationendowmentfoundation.org.uk) ‘The best available evidence indicates that great teaching is the most important Driver schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’	2,3,4
Embed whole class guided reading sessions with a focus on teaching explicit reading comprehension strategies. Release time for subject	See EEF Research: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies involve the teaching of explicit	2,3,4

leader to monitor and support.	approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. It is known that on average, disadvantaged children are less likely to own a book of their own and read at home with family members. For these reasons may not acquire the necessary skills for reading and understanding challenging texts.	
Work with the Maths hub in delivering 'Mastery' throughout school	See EEF Guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	2,4
Added capacity in identified classrooms through the use of Teaching Assistants	Identified classes to receive additional TA support alongside the class teacher to include intervention or pre learning as required	2,3

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

Budgeted cost: £2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the National Tutoring Programme to engage in the Lightning Squad Reading programme to support reading progress. Over 65% of 20 pupils taking part are disadvantaged including those who are high attainers.	Small group tuition EEF (educationendowmentfoundation.org.uk) FFT Tutoring with the Lightning Squad - FFT	2,4
RWI Resources and training to ensure fidelity across the	Purchase of RWI resources and high-quality training for TA's and teachers to be able to deliver the RWI scheme in	2,4

school and additional sessions targeted at disadvantaged pupils who require further phonics support.	EYFS and KS1 as well as small groups in KS2. Phonics EEF (educationendowmentfoundation.org.uk)	
Additional English and Maths catch up support for Y4 children.	12 weeks of daily 1:13 English/ Maths support for x13 Y4 children. Targeted academic support EEF (educationendowmentfoundation.org.uk)	2
Intervention	TA to lead small group/ 1:1 intervention for SEN/ PP children.	2

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

Budgeted cost: £1590

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	Identified children whose mental wellbeing is impacting on their learning to receive wellbeing support to help them better access learning.	1

Total budgeted cost: £28195

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.

July 2021:

EYFS

3 children

2/3 met GLD =66%

End of KS1:

3 children

Reading	Writing	Maths
1/3 =33%	1/3= 33%	1/3=33%

End of KS2:

3 children

Reading	Writing	Maths
1/3 =33%	2/3= 67%	2/3=67%

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
Read, write, ink- Oxford Owl	Phonics scheme
NFER assessments for Reading, Grammar and Maths	NFER
White Rose Maths	White Rose

Wellcom Language intervention programme	Wellcom
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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	To help towards funding an additional TA- who supported with delivery of Toe-by-Toe programme Purchase of Nesy programme for use at home.
What was the impact of that spending on service pupil premium eligible pupils?	100% of children met EXS at end of KS2 in Reading, Writing and Maths. July 2021.

Further information (optional)

There is a focus on PP children within each term's Pupil Progress meetings. There is also increased monitoring by the PP Governor and data is monitored closely.

Our School Values ensure that all children have an equal opportunity to make the most of school life and that being in receipt of pupil premium does not mean that a child is disadvantaged from taking part in extracurricular activities and meeting age related expected standards.