

Pupil premium strategy statement – Swinderby All Saints Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	22% (18 children out of 81%) incl. x15 PP, x1 LAC, x2 Services
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
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	£24,105 – PP, Service, LAC and Post LAC
Recovery premium funding allocation this academic year	£2,030
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£6,152 - PP £179 - Service £374 – LAC £0- Post LAC £0- Recovery
Total budget for this academic year	£32,840

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 teaching for 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, support with speech
- 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, sports events 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 10/16 or 63%% of FSM pupils are accessing ELSA support. This is monitored on a half termly basis.
2	The school's assessments and observations show that the education and wellbeing 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. The school staff have noted that children have less resilience than they did and will pick and choose what they want to engage with. Internal assessments – November 2021 indicate that disadvantaged pupils are slightly lower in reading, writing and maths than their non disadvantaged peers.
3	The link between lower reading outcomes is impacting on the writing outcomes. Writing in July 2022 was in line or above national average. There is now a drive to ensure Reading/ Writing Greater depth outcomes are inline with National averages in 2023.
4	To ensure that phonics outcomes in Y1 are at least in line with national averages. 1/3 Y1 FSM children attained a pass in the phonics screening check 33% July 2022.
5	Attendance- striking a balance between managing illness and 'pure time off.'
6	Staff CPD- cost prohibitive

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
Greater depth outcomes in writing in line with or above national average	Y2/Y6 SAT data July 2023
100% of children passing the Phonics Check.	June 2023 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 feeling able to speak about their mental health. Children to attend school every day. Attendance: Sept to Dec 2022 PP/FSM and Post LAC 94.92% Non PP 95.89%
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 activities/ experiences that they would not normally be exposed to. Children engaged in extracurricular activities e.g., theatre visits, music etc. Children engaged in school life including Educational and Residential visits.

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: £29,960

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.'	2,3,4

	Individual teacher support as identified through Performance Development process e.g., with mixed age planning, reading support etc.	
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 leader to monitor and support.	See EEF Research: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies involve the teaching of explicit 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.	2,3,4
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	2,3,4
Membership of the National College	Enables teachers to upskill and receive training	2,3,4,6

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

Budgeted cost: £ 2,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention support. Individuals in Y2 and Y6 at risk of not achieving to receive targeted support after Christmas.	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.’	2,4
RWI resources and training to ensure fidelity across the 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.	A smaller class of Y4 children to increase rate of progress made.	

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

Budgeted cost: £850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of an Attendance Champion following publication of ‘Working to improve school attendance.’	Working together to improve school attendance - GOV.UK (www.gov.uk)	5

Play therapy	Identified children to support their wellbeing.	1
ELSA support	Identified children whose mental health wellbeing is impacting on their learning to receive wellbeing support to help them better to access learning.	1

Total budgeted cost: £32,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children in Y6: 2022 SATS outcomes- 3 PP children. 2/3=66% met expected standards in Reading and Writing. 3/3= 100% on track in Maths.

Children in Y2: 2022 SATS outcomes- 2 PP children. 1/2 met expected standards in Reading and Maths=50% 0/2=0% met expected standards in writing.

PP children engaged enthusiastically with tutoring and intervention programmes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
FFT The Lightning Squad- Reading programme	FFT Aspire