

# Pupil premium strategy statement

## Review of Academic Year 2023-2024

This statement details our school's use of pupil premium for the 2023 to 2024 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	Swanland Primary School
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	5.5% (24)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Headteacher
Pupil premium lead	Elizabeth Hobbs and Morag Russell
Governor / Trustee lead	Suzi Storr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46, 417
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	£46, 417

# Part A: Pupil premium strategy plan

## Statement of intent

At Swanland Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers and to support mental health and wellbeing.

We consider the challenges faced by disadvantaged pupils and the wide range of barriers that may impact on their learning. We also recognise the challenges faced during the pandemic and the impact that it had on learning and wellbeing. We recognise that the barriers to learning are varied, and our aim is that our response will benefit all pupils at our school and not just our disadvantaged.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support. Research tells us that this has the greatest impact on closing the disadvantaged gap and benefits all pupils, not just the disadvantaged pupils. High quality CPD and support and coaching for all teaching staff is vital in order to fulfil this approach.

Alongside high-quality teaching, pupils are taught the metacognition strategies. We want our pupils to acquire the skills and attitude to grow as learners for life, to enable them to succeed in and beyond Swanland Primary School.

We ensure that all teaching staff are involved in the collection and analysis of school data, so that needs are identified early, and support put in place quickly across the curriculum. All staff are aware of who their disadvantaged pupils are and take time to identify any barriers to learning so that they can act early and put support in place to support needs. Termly pupil progress meetings take place to analyse and track progress.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified using researched and appropriate interventions for maximum impact.

- regularly monitor and review individual assessments and the impact of high quality teaching and specific interventions, making changes when necessary to improve progress.
- ensure teaching staff and support staff are highly trained
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in vocabulary and lack of ability to use language effectively.
2	Consistency in provision of high-quality teaching, particularly in reading.
3	Social and emotional issues for many pupils, notably due to lack of social interactions and enrichment opportunities during school closure.
4	Lack of resilience and self-motivation which are impacting on progress within core subjects.

## 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
There will be no gap in vocabulary (understanding or usage) between children of a similar age/ability, regardless of their background.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Staff will promote a language rich environment reflective of growing vocabulary used by the children. This will be evident in classroom displays and through work produced in class.</p>

<p>Subject leaders will be confident that their curriculum provision will ensure clear progressions in knowledge for all pupils, including those who are disadvantaged.</p>	<p>All children will have access to a high-quality curriculum. Pupil voice will reflect retained knowledge and progression in knowledge for all curriculum areas will be evident.</p>
<p>Staff will have an awareness of individual pupils' barriers and will develop effective teaching strategies to support pupils. There will be improved reading attainment among disadvantaged pupils.</p>	<p>Staff will have high expectations for all pupils and will discuss progress levels of all disadvantaged pupils at termly pupil progress checks. Year 1 and 2 phonics screening checks and end of Key stage reading outcomes will indicate that disadvantaged pupils' outcomes in reading are in line with all pupils from their individual starting points. KS2 reading outcomes will show that the progress of disadvantaged pupils is positive and in line with non-disadvantaged pupils from their KS1 attainment.</p>
<p>Emotional wellbeing of all pupils will be supported. There will be an improved engagement in enrichment opportunities, particularly among disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing will be demonstrated by qualitative data from pupil voice, student and parent surveys and teacher observations. If appropriate, pupils will actively engage in ELSA sessions by trained ELSAs in school and pupil scaling and teacher scaling will show raised self-esteem and growth mindset. Teacher assessment and learning walks will see increased concentration in lessons due to support received for emotional needs. There will be a range of enrichment activities offered for all aged children in school and there will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. This will include extra-curricular clubs and school trips.</p>

<p>Pupils will develop a greater resilience through their learning behaviours. All children, regardless of ability or background, will have the same high levels of aspiration enabling them to aim towards their goals in the future.</p>	<p>Sustained learning behaviours and attitudes towards learning will lead to improvements in achievement data and evidence of good progress towards age expected attainment. There will be no gap in data between disadvantaged and non-disadvantaged pupils. Pupil voice will reflect high aspirations.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £23, 208**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Research and purchase of standardised diagnostic assessments by assessment lead, supported by Literacy and Mathematics leads.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Staff will use assessments to identify gaps and underachievement as well as showing progress.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Staff to use assessments to identify gaps in learning and support teacher assessments. Information will be used to also identify whole school priorities in reading and maths, leading to CPD if appropriate.</p>	<p>1, 2, 4</p>

Continued CPD for all teachers and support staff to ensure high quality teaching that improves the knowledge, skills and achievement of all pupils.	Evidence from EEF toolkit: Effective professional development; <i>...a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes,</i>	2
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  Training for all staff in the use of Little Wandle phonics scheme. Staff will implement and embed the scheme.	EEF research outlines the importance of improving Literacy by improving pupils' language capabilities, developing fluent reading capabilities, teaching reading and writing strategies through modelled and supported practice.  There is a strong evidence base that suggests oral language interventions,	1, 2
Embed the principles of Talk for Writing across the school.	including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	
Provide subject leaders adequate time to carry out duties effectively	Leadership capacity will ensure dedicated time can be allocated to improve teaching and learning and development of the curriculum	1, 2 ,3, 4

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

**Budgeted cost: £11, 604**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 'catch-up' interventions delivered by teacher/teaching assistant. E.g. Keep up Little Wandle reading groups	Research shows that regular small group and 1:1 reading is important for fluency. EEF research outlines the importance of improving Literacy by improving pupils' language capabilities, developing fluent reading capabilities, teaching reading and writing strategies through modelled and supported practice.	1, 2, 3

<p>Engaging with the School led Tutoring Programme. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><b>(2021/22)</b></p>	<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>A proportion of disadvantaged pupils have been identified as falling behind in core subjects. A 15 week programme for these pupils, 1:1, will enable these pupils to close the gap.</p>	<p>1, 2</p>
<p>ELSA programmes to be delivered to those identified children with priority to disadvantaged children.</p>	<p>EEF research into social and emotional learning establishes the importance of reinforcing behaviours into whole school initiatives which will be one main aim of the ELSA role.</p> <p>EF research recommends planning and monitoring SEL support to improve Social and Emotional learning.</p>	<p>3, 4</p>

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

**Budgeted cost: £11, 604**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Whole staff training on safeguarding, behaviour management and antibullying approaches with the aim of developing our school ethos and further improving consistency across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	<p>3, 4</p>
<p>Purchase Boxall profile to measure pupil wellbeing.</p>	<p>Measuring impact of interventions and wider strategies will lead to improved progress and wellbeing.</p>	<p>3, 4</p>

<p>Provide equal access to extracurricular activities, residential visits and educational visits.</p> <p>Implement a range of lunchtime extra-curricular clubs for all ages.</p>	<p>Research states that children should have access to a wide range of activities within and beyond the curriculum to enhance their cultural capital. Experiences outside the school building are important to all pupils, especially disadvantaged pupils to develop their understanding of the world. To fund part or all of these experiences will help the pupils to build self-esteem, knowledge, confidence and independence.</p>	<p>3, 4</p>
<p>Implement peer mentoring across the school. Peers will support with social activities and give academic support.</p>	<p>EEF evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £46, 417**

## **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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. We have reviewed the outcomes and success criteria written in our plan.

**There will be no gap in vocabulary (understanding or usage) between children of a similar age/ability, regardless of their background.**



All teachers have taken part in CPD Talk for Write training. The CPD has continued to develop subject knowledge so that teachers feel confident in promoting vocabulary in their lessons through the use of carefully planned texts which are rich in a wide range of vocabulary choices. Teachers have spent time through CPD sessions, exploring writing opportunities that can be linked to key texts. Subject leads continue to take part in learning walks to observe practice and analyse written work produced. Writing and the promotion of vocabulary will continue to be prioritised and part of the school development plan.

The use of knowledge organisers is now embedded in school practice. Key vocabulary linked to the current topic is a main priority on the knowledge organisers and we are seeing more children referring to them and using them in their classroom activities to retain the vocabulary taught. The knowledge organisers continue to be shared with parents so that children have opportunities to share their knowledge of new vocabulary and information at home.

**Subject leaders will be confident that their curriculum provision will ensure clear progressions in knowledge for all pupils, including those who are disadvantaged.**

All subject leaders continue to be given designated time throughout the year to look at their curriculum and ensure that progression in knowledge between year groups is clearly planned. This is reflected in year group knowledge organisers that are available across the year and are published on the school website. Learning walks and book looks, prioritising the review of those classed as disadvantaged, have taken place throughout the year. Prior knowledge of subject knowledge is checked during learning walks and advice is fed back to teachers and subject leaders in order for them to refine their curriculums. Additional subject leader time is given to staff and designated staff meeting time has been prioritised in order to ensure all staff continue to be confident that the curriculum provision is showing clear progression in knowledge for all pupils.

**Staff will have an awareness of individual pupils' barriers and will develop effective teaching strategies to support pupils.**

Every teacher attends pupil progress meetings with members of the senior leadership team once a term. At these meetings teachers talk about any challenges to learning faced by pupils. Actions are put in place at this meeting, or prior to the meeting, to support the children in the best way possible. All teachers have been given questionnaires to complete a profile about each child and from this any challenges are analysed. The information from the questionnaires is being used to plan the next pupil premium strategy.

**There will be improved reading attainment among disadvantaged pupils.**

**Phonics:**

<b>Year Group</b>	<b>All children</b>	<b>Pupil Premium</b>	<b>Not Pupil Premium</b>
1	90.16%	83.33%	90.91%
2	96.67%	83.33%	98.15%

### **Key stage 2 Reading Progress:**

<b>Year Group</b>	<b>All children</b>	<b>Pupil Premium</b>	<b>Not Pupil Premium</b>
3	5.31	5.5	5.22
4	6.22	6	6.25
5	5.74	6.4	5.69
6	6.68	6.75	6.66
<b>Average for KS2</b>	<b>5.99</b>	<b>6.25</b>	<b>5.82</b>

(The average should make 6 points progress in a year)

End of Key stage assessment data shows that there are still gaps in progress between disadvantaged pupils and non-disadvantaged children in KS1 and EYFS phonics. Due to small cohorts of disadvantaged children across the year groups, it is difficult to make assumptions due to the reliability of the data. We still recognise that further work is needed to close the attainment gap. Our data analysis does show that reading progress scores for our disadvantaged pupils in KS2 is mainly on par if not better than non-disadvantaged pupils. The development of reading skills lessons, Little Wandle phonics keep up interventions and investment in staff CPD have all helped to improve progress scores.

**Emotional wellbeing of all pupils will be supported.**

Two pastoral support assistants are trained to deliver the ELSA programme. Pupil premium funding spent on ELSA CPD and ongoing supervision has helped to support pupils' emotional development and ensure that they develop key learning behaviours (resilience) and the ability to become independent. We still recognise that we have a number of children who are in need of emotional support and not always enough time for our pastoral support assistants to work with all children in need of support. We continue to use our Pets Therapy dog to support the emotional wellbeing of our identified pupils, if appropriate.

We have signed up to Boxall Profile CPD for staff, which we hope will help us be able to analyse social and emotional needs and track progress through interventions used. This information will help us to work out which interventions are providing the best support for our pupils so that we can continue to support their emotional wellbeing in the best way.

**There will be an improved engagement in enrichment opportunities, particularly among disadvantaged pupils.**

To ensure that as many of our disadvantaged children access residential and wider enrichment opportunities as possible, we have ensured that a range of clubs have been taking place to give children the opportunities to engage in enrichment activities. These clubs and residential include:

Gardening

French

Basketball

Parkour

Spanish

Netball

Dance

Football

Year 4 residential to Cranedale

Year 5 residential to Robinwood

Year 6 residential to Cober Hill

We now have a much higher percentage of children taking up enrichment activities (56%). We recognise that there are still some clubs that don't cater for specific age groups, which limits options for some of our disadvantaged pupils. We are now an Opal

school and we are following a plan to develop our break and lunchtimes to provide a wider range of opportunities. We are in the early stages of Opal but we have already seen a difference in the amount of children getting involved in a wider range of activities with their peers.

**Pupils will develop a greater resilience through their learning behaviours. All children, regardless of ability or background, will have the same high levels of aspiration enabling them to aim towards their goals in the future.**

We have invested in the Opal programme to sustainably improve the quality of play. We are in the initial stages of implementation. We have selected child Opal ambassadors to promote and support collaborative play because we recognise that when pupils don't have the opportunity to learn how to play, conflicts can arise, and learning can then be affected.

## Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle
Opal	Opal

## Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

We have very small numbers of pupils accessing the Service Pupil Premium Funding and – as such – are unable to give specific details here. We use the funding to support the provision of pastoral programmes and extra-curricular clubs.

### **The impact of that spending on service pupil premium eligible pupils**

The contribution the SPP added to our budget allows us to develop and implement our wellbeing initiatives in school. The spending has improved our provision of pastoral programmes which the specific children benefit from.