



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	Swallowfield Lower School
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	25 pupils (7%) 2 pupils moved onto Middle School 1 pupil left the area
Academic year that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kim Brewer (Headteacher)
Pupil premium lead	Greg McGill (Deputy Headteacher)
Governor lead	Nicola Bowley (Parent Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,625
Recovery premium funding allocation this academic year	£3,625 (in 4 instalments)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£42,250

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being as socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

School Context

Main Characteristics

- Swallowfield Lower School is a larger than average school of its type with pupils aged between 2 and 9 years. The majority of pupils are white-British and a proportion of pupils from minority ethnic is below national average. The school will extend its provision to pupils in Year 5 from September 2022, and to pupils in Year 6 from September 2023.
- The proportion of pupils who are supported by the Pupil Premium funding is below average.
- The proportion of pupils with SEND who receive additional support is lower than the national average.
- The number of pupils who have an EHCP is below the national average.

Additional Information

- The onsite pre-school BusyBees is managed by the school.
- The teaching staff is stable over time and there has been a low turnover of staff over time.
- The school provides high quality provision for a range of sports

Ultimate Objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

Achieving this Objective

The range of provision SLT consider making for this group include and would not be limited to:

- Providing additional support to improve opportunities for effective teaching and accelerating progress.
- To allocate our 'Pupil Premium Champions' to provide small group work with an experienced HLTA/Cover Supervisor focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided through trained Learning Support Assistants or external agencies.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil Premium resources are to be used to target able children on Free School Meals to achieve age related expectations.
- To support transition internally from Reception to Key stage 1 and from KEY Stage 1 to Key Stage 2.

- To pay a proportion of the cost for activities, educational visits and residentials, where appropriate ensuring children have first-hand experiences to use in their learning.
- To support the funding of specialist learning software.
- To support the emotional needs of children through pastoral time, when and where appropriate.
- To allow the children to learn a musical instrument and/or perform in other ways.
- Behaviour and nurture support in break times and lunch times.
- To engage and promote Swallowfield Values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	More than half of pupil premium pupils are low attainment in comparison to non-pupil premium children
2	A lack of resilience which effects pupil's self-confidence and co-operation when approaching work.
3	Social and emotional issues affecting learning behaviours that support independent learning

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
Provide meaningful support to pupils with social, emotional and mental health problems	Through Pupil Voice and monitoring procedures all pupils identified have reported positive mental health and well-being
Improve pupil progress and outcomes for all pupils on the Pupil Premium register	All PP children to achieve their end of year target in Reading, Writing and Maths
All children to participate in the full life of the school	Funds to be set aside to ensure all the children can take part in all additional,

	extra-curricula activities and residential trips
--	--

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: £14,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated PP support from three Learning Support Assistants	The average impact of the deployment of Learning Support Assistants is about an additional 4 months of progress over a year (EEF 2020)	1
Staff CPD	High quality CPD is essential to follow EEF principals. This is followed up during staff meetings and Inset	1, 2, 3
SENDCo non-teaching day to support 7 PP children that have SEND also through observations and collaboration with the teaching team	Additional tutoring to accelerate learning has a significant impact on the progress that pupils make	1, 3

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

Budgeted cost: £13,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional interventions for targeted children	Phonics has a positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly for children from	2, 3

	disadvantaged backgrounds (EEF 2020)	
Small group support for catch up	Targeted support for English and Maths	1

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

Budgeted cost: £14,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for dedicated nurture support for vulnerable pupils	EEF Toolkit shows +3 months for behaviour interventions and supports pupil's emotional development and self-esteem leading to increased confidence and attainment in the classroom.	2, 3
PP children to access all trips offered to children so experience the curriculum that includes enrichment	Evidence suggests that talking to PP children that they don't have as many opportunities outside of school as non-PP children.	1, 2, 3

Total budgeted cost: £42,052

£198 underspend to be allocated for any additional resources during the year.

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.

As evidenced in schools across the country, school closure was most detrimental to our most disadvantaged, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including periods of partial closure, which was aided by the use of online resources and high-quality remote teaching.

Assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly acute for dis-advantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

As per our Ofsted Inspection Report in October 2021, pupil's with special educational needs/disadvantaged pupils learn well alongside their peers. The curriculum is adapted well for all pupils. Staff make sure that learning is closely matched to pupil's individual needs.

Externally provided programmes

Programme	Provider
'Google Meets' during school closures-regular contact with a focus on the curriculum of the PP children	Our Pupil Premium Champions