



Pupil Premium strategy statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Swallowfield Primary
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	42 children (9%) Year 1- 5 children Year 2- 6 children Year 3- 9 children Year 4- 7 children Year 5- 7 children Year 6- 8 children
Academic year that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Kim Brewer (Headteacher)
Pupil premium lead	Greg McGill (Deputy Headteacher)
Governor lead	Julie Herriott (Co-opted Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,810
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£83,810

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 Primary is a larger than average school of its type with pupils aged between 2 and 11 years. The majority of pupils are white-British and a proportion of pupils from minority ethnic is below national average. The school has recently extended its provision to pupils, initially in Year 5 in September 2022 and then in Year 6 in 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 cooperation 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 wellbeing
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-curricular activities and residential trips

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)

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 to support 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)

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 disadvantaged backgrounds	2, 3
Small group support for catch up	Targeted support for English and Maths	1

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

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:

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 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.

Having read the work of Daniel Sobel, "Narrowing the Attainment Gap" we try to be far more "bespoke" in the preparation of this strategy. We only have a small number of families that currently received support via the Pupil Premium Grant. This has involved individual meetings with the teachers, teaching support, the children and the parents. This has been to ascertain barriers to learning and how the children can be individually supported to enable them to flourish.

Externally provided programmes

Programme	Provider