

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	Swaffham Prior CE Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22-2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Helen Bartley (Head teacher)
Pupil premium lead	Donia Mercer (Assistant head teacher)
Governor / Trustee lead	Tania Verdonk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,210
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,820

Part A: Pupil premium strategy plan

Statement of intent

At Swaffham Prior Primary School, we strive to ensure that all pupils, regardless of their background or other challenges, make good progress and achieve their potential. Challenging socio-economic circumstances can create additional barriers to successful learning, however, we are clear that these challenges can be overcome.

We aim to support our disadvantaged and vulnerable children by carefully planning, preparing and targeting support. We prioritise the allocation of funding, energy, training and time, and try to balance our approach across three key areas: high quality teaching, targeted academic support, and wider strategies.

The evidence base strongly suggests that the most effective way to improve outcomes for all children, including those who are disadvantaged, is through quality first teaching. This can be achieved by all teachers through high quality professional development, sharing of outstanding practice and open and honest conversations about learning.

Our approach responds to common challenges as well as to the needs of individuals, based on our assessments. To ensure that our approaches are effective, we will:

- act early to intervene at the point a need is identified;
- use a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We have conducted an analysis of barriers to learning for disadvantaged pupils and analysed the qualities we see in our successful, and less successful, learners in our school. Some of our vulnerable children could experience multiple challenges, which are listed below.

Challenges

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

Challenge number	Detail of challenge
1	Observations and on-entry assessments demonstrate that communication and language barriers exist - both a vocabulary deficit and poor ability to manipulate language for effect.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing fluency skills and developing reasoning skills in maths.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our attendance data shows that attendance among disadvantaged pupils (average 96.8% between 01/09/21 and 09/11/21) is slightly lower than attendance among non-disadvantaged pupils (average 97.6% between 01/09/21 and 09/11/21).
5	From observations and discussions with children, we have identified that many of our disadvantaged pupils have limited enrichment opportunities outside of school, as well as a lack of resources and literature at home. We have also identified limited parental engagement and support for learning, e.g. reading at home, homework/home learning, attending school events (such as parent consultations, class cafés, workshops etc.)
6	The multiple disadvantages of pupils who are also eligible for Pupil Premium. Of the 19% of children identified as eligible for Pupil Premium: <ul style="list-style-type: none"> - 42% are also on the school SEND register, (65% if we include those identified as in-school SEND concerns but not on the SEND register). - 21% have had family worker support during the past year. - 26% are receiving additional wellbeing support, because of issues with social interaction, emotional wellbeing and mental health. - 21% are adopted/post LAC.

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
1. Pupils develop a high level of vocabulary and a strong spoken ability, and apply this to their learning, especially in core subjects.	The gap between the highest attaining pupils in our school and those who begin at a disadvantage is narrowed. Pupils make accelerated progress in order to achieve expected outcomes in reading, writing and maths.
2. Fundamental maths skills are embedded in long term memory so that pupils can apply maths skills and written methods to reasoning and problem solving.	Pupils eligible for Pupil Premium make at least expected progress in maths.
3. Fundamental reading and writing skills are taught rigorously and systematically throughout the school.	Pupils eligible for Pupil Premium make at least expected progress in reading and writing.
4. High aspirations and expectations are in place for all pupils. All children, including those eligible for Pupil Premium, are motivated to learn and have strategies to cope.	Children display positive learning behaviours and have increased engagement in learning. All pupils have high aspirations for themselves and reach their full potential irrespective of their barriers.
5. All pupils aim to attend school 100% of the time- attendance will be above 97%	Pupils understanding will be good and children are ready to learn without gaps in learning.
6. Parents have the knowledge to support their children at home and attend, where possible, or become involved in school events demonstrating strong partnerships and a shared importance of education.	Through extra practice at home (reading, home learning etc.) pupils make at least expected progress in reading, writing and maths as well as foundation subjects. Children display an enhanced love of learning.
7. Pupils eligible for Pupil Premium have the same access to opportunities and resources as their peers, enabling children to have full access to our curriculum and to extra-curricular activities, including educational visits and clubs.	Children will demonstrate knowledge and skills in a broad range of curriculum areas. Children will attend extra-curricular activities and enrichment opportunities. Children have the skills they need to flourish even after they have moved on to secondary education.
8. Staff are trained to identify the needs of all children. The needs of children, and their families, are supported.	Vulnerable families are fully supported and Early Help is provided, e.g. through family workers. Pupils receive appropriate support to manage emotions/circumstances etc.
9. Pupils accelerate with their learning and achieve age-related expectations.	Pupils will reach their potential, progress well and achieve as well as their peers.

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: £ 11,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop language acquisition by providing a range of opportunities to develop vocabulary</p> <ul style="list-style-type: none"> - develop vocabulary-rich environments - Talk for Writing English units - Reading Reconsidered approach to whole-class reading - Curriculum development and enhancement, including use of knowledge organisers - Train staff in language intervention – NELI (Nuffield Early Language intervention) 	<p>According to the Department for Education's Unlocking Talent, Fulfilling Potential strategy (December 2017), children who are behind in language development at age five are six times less likely to reach the expected standard in English at age 11 and 11 times less likely to achieve the expected level in maths.</p> <p>There is a strong evidence base that suggests oral language interventions, including high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3
<p>Improve overall progress in reading</p> <ul style="list-style-type: none"> - Promote a love of reading - Develop reading canon to ensure that quality texts are being used and are accessible - Talk for Writing English units - Reading Reconsidered approach to whole class reading - Sounds-Write phonics programme to ensure children are secure in foundations of early reading - English lead to attend regular training/updates to support delivery of reading curriculum 	<p>“Young people who develop reading skills early in their lives by reading frequently add to their vocabularies exponentially over time. In The Matthew Effect, Daniel Rigney explains: “While good readers gain new skills very rapidly, and quickly move from learning to read to reading to learn, poor readers become increasingly frustrated with the act of reading, and try to avoid reading where possible.”</p> <p>“Pupils who begin with high verbal aptitudes find themselves in verbally enriched social environments and have a double advantage. Good readers may choose friends who also read avidly while poor readers seek friends with whom they share other enjoyments.”- https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</p>	1, 3
<p>Improve phonics provision and attainment</p> <p>Purchase of Sounds-Write, a DFE validated synthetic phonics programme and associated matched books and training for staff to secure stronger phonics teaching for all pupils. Roll out of programme from EYFS upwards.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3

<p>Improve attainment and progress in mathematics</p> <ul style="list-style-type: none"> - Fluency sessions and use of Maths Hub Mastering Number materials in EYFS and KS1 - Delivery of maths mastery programme and teacher release time to embed key elements and to access Maths Hub resources and CPD - Purchase maths resources/ manipulatives to support teaching and learning 	<p>'To the person without number sense, arithmetic is a bewildering territory in which any deviation from the known path may rapidly lead to being totally lost.' Dowker (1992).</p> <p>Evidence highlights how embedded fluency sessions across the school support fundamental maths skills being stored in long term memory and thus easily retrieved. 'Important mathematical procedures cannot be "forgotten over the summer" because they are based in a web of connected ideas about fundamental mathematical relationships.' Russell (2000).</p>	2
<p>Provide training and weekly meetings for all staff (including support staff) to ensure that all staff are up-to-date with initiatives and other CPD opportunities</p> <ul style="list-style-type: none"> - Rosenshine's Principles - Dyslexia - Precision teaching - Sounds-Write phonics - Maths mastery - NELI 	<p>According to EEF, TAs should be fully prepared for their role in the classroom' and schools should provide sufficient time for TA training.</p>	1, 2, 3
<p>Maximise the effectiveness of teaching assistants</p> <ul style="list-style-type: none"> - MITA training 	<p>Blatchford report on effective deployment of teaching assistants, 2009 https://maximisingtas.co.uk/assets/content/edtareport-2.pdf</p> <p>The thoughtful use of TAs leads to 'noticeable improvements in pupil outcomes', EEF.</p>	1, 2, 3
<p>Build Cultural Capital</p> <p>Provide opportunities and resources that enable children to have full access to our curriculum and to extra-curricular activities</p> <ul style="list-style-type: none"> - Financial support for clubs/educational visits - Promote love of reading - Ensure accessibility of high quality texts - Develop vocabulary rich environment - Training of staff with effective interventions/resources - Provide curriculum-related experiences (visitors/theme days etc.) 	<p>An enhanced curriculum facilitates the development of confidence and improves academic achievement through sustained concentration and creativity.</p> <p>Evidence suggests that cultural capital helps children do better in school. These children are able to turn their cultural capital into credentials, which can then be used to acquire advantaged positions themselves. (Bennet et al, 2009).</p>	5, 6

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

Budgeted cost: £ 5,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide support for targeted individuals, identified through assessment</p> <ul style="list-style-type: none"> - interventions for targeted individuals/groups - targeted TA support in class - termly Pupil Progress meetings (class teacher, head teacher, SENCo & PP lead) - Provide pre/after-school targeted catch-up sessions 	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Sir Kevan Collins, EEF chief executive, said: “Teaching assistants have been much maligned in recent years and many schools have scaled back on their employment to cut costs. But today’s results prove that when they’re used to deliver small-group interventions, they can have a great impact on pupils’ attainment.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Well-being co-ordinator</p> <ul style="list-style-type: none"> - provide focused blocks of support for pupils to deal with anxieties, build resilience, confidence and self-esteem, and review frequently. - Provide nurturing environment through individual and group support. - Support pupils with lifelong strategies. - Implementation of the 10 Keys to Happiness - Signpost parents to outside agencies as appropriate e.g. Early Intervention Family Worker, YOUUnited or CHUMS mental health and emotional wellbeing services 	<p>There is limited research on the impact of pastoral support in primary schools (although there is significant research in secondary schools and this demonstrates a positive impact).</p> <p>Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life (EEF).</p>	<p>4, 5, 6</p>

<p>Embed principles of good practice to improve attendance</p> <ul style="list-style-type: none"> - a clear, shared vision and strategy - high expectations - clear communication with all stakeholders - use staff who are skilled in supporting pupils and families to identify and overcome barriers to attendance - Attendance champion SLT 	<p>The DfE's Improving School Attendance advice sets out guidance on improving attendance.</p>	<p>4, 5</p>
<p>Events to encourage parents/ carers into school including working alongside pupils</p> <ul style="list-style-type: none"> - Class Cafés - Volunteers - Walk and talk sessions with wellbeing co-ordinator - Zoom social events (or face-to face coffee mornings etc.) 	<p>Research shows, 'Parent engagement in the educational development of their children improves attainment more than any other single factor.' Research into Practice: The impact of parental engagement on learner success, 2010.</p> <p>'Effective parental engagement can lead to learning gains of +3 months over the course of a year.' EEF Teaching and Learning Toolkit.</p>	<p>5, 6</p>
<p>Enrichment and enhancement opportunities to improve wellbeing and self-esteem, and positive attitudes towards school</p> <ul style="list-style-type: none"> - local library visits - local care home visits - gardening club 	<p>Although there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, much less is known about how these skills can be developed and whether they lead to increased academic attainment (EEF).</p>	<p>5, 6</p>
<p>Pupil Premium Champion</p> <ul style="list-style-type: none"> - work in collaboration with Pupil Premium Lead, class teachers and other staff to identify and address disadvantaged pupils' barriers to learning - have a whole-school focus on securing better outcomes and narrowing gaps - work with children and liaise with families to remove barriers 	<p>'Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress.' Supporting the attainment of disadvantaged pupils, DfE, 2015.</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £ 27,500

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised due to the impact of Covid-19. The pandemic raised a number of new concerns, both academic and pastoral, and meant that a different approach to supporting disadvantaged pupils was necessary.

School closure was most detrimental to our disadvantaged pupils, however, despite this, we maintained a balanced curriculum, providing daily live Zoom lessons and recorded lesson videos as well as quality materials and resources for home learning. In addition to their daily class Zoom and home learning work, children who were identified as struggling to access the home learning, or needing extra support, were offered daily bespoke Zoom sessions to further support their learning. Furthermore, we invited our most disadvantaged pupils back into school so that they could benefit from in-person teaching in small groups as well as access to more resources and from interactions with their peers.

For our home-learners during this time, safe and well checks were carried out regularly by members of staff either on the phone, by message or in person, and support for some families was provided through home visits. Additional resources such as laptops, manipulatives, extra reading books and work books were provided for children to support their home learning.

Once school had fully re-opened, children needing intensive support were identified. This was provided for specific pupils by placing our Pupil Premium Champion (HLTA) to in one class, which meant that support was targeted for those who needed it most. In addition, booster groups and interventions run by teachers and TAs were provided where needed across the school to provide support for specific children.

An additional teacher was employed for the whole of the last academic year so that our largest class could be split into separate year groups for the mornings, and one teacher was available to work with focus groups on specific key skills in maths and English in the afternoons. This

class had a number of children eligible for Pupil Premium funding, and having an additional teacher particularly helped to meet the needs of those children.

Our work to develop a broad and balanced curriculum, which continued throughout the pandemic, had a positive impact on the delivery of foundation subjects through carefully sequenced and progressive units across the school. Pupils also benefited from being involved in trips, clubs and music lessons, building cultural capital and improving wellbeing.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

In order to monitor progress and the effectiveness of the support we provide in a wide range of areas - academic and non-academic - we have developed Personalised Plans which are unique to each child identified as eligible for Pupil Premium funding, according to their needs. The plans are written by class teachers, in collaboration with our Pupil Premium Champion, and are reviewed each term when new areas of concern may be identified. Actions are then put in place and carried out before the next review.