# 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

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| Detail | Data |
| School name | Four Swannes Primary School, 350 |
| Number of pupils in school  | 172 |
| Proportion (%) of pupil premium eligible pupils | 48 27.91% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | May 2022 |
| Statement authorised by | Mr Moore Acting Headteacher |
| Pupil premium lead | Mr WatsonSenCo  |
| Governor / Trustee lead | Mrs J Bailey |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £82,045 (April 2021) |
| Recovery premium funding allocation this academic year | £2211.25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £Nill |
| **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 | £Nill |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Pupil Premium Provision and Interventions**All children are individuals, with different needs and different strengths and this is reflected in the wide variety of ways we utilise Pupil Premium funding. Our provision encompasses both direct approaches to ‘narrowing the gap’ and other more creative interventions, which subsequently influence academic achievement and very importantly, enhance pupils’ social and emotional well-being. Although the Pupil Premium has been used to specifically impact on individual pupils, it has also been used to impact on the wider school, as all pupils, including those eligible for the grant, benefit from whole school initiatives that improve learning for all. Interventions for each pupil are decided on an individual, needs-led basis thus enabling the children to benefit from more than one intervention which are directly matched to their needs. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. **Our Building Blocks for Tackling Educational Disadvantage** **Whole-school ethos of attainment for all** * There is a culture of high expectations for all pupils.
* There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
* Leaders, teachers and support staff understand their role within the school’s pupil premium strategy.

**Addressing behaviour and attendance** * Developing positive learning behaviours is an integral part of our curriculum and ethos.
* The school ensures effective behaviour management strategies are in place and adapted for pupils who need additional support.
* Attendance is monitored weekly. Strategies, where applicable, are implemented to reduce absence or lateness. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.
* Our Learning Mentor and Education Welfare Officer provide strong social and emotional support for pupils and their families where needed.

**High quality teaching for all** * The school is committed to providing high quality inclusive teaching for all.
* Timely and on-going assessment and feedback is used to maximise pupil progress.
* Teacher and support staff CPD is focused on securing strong subject and pedagogical knowledge, assessment and feedback, metacognition and self-regulation.

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| **Meeting individual learning needs** * There is a strong understanding of the barriers to learning and how these barriers present in school.
* Provision maps identify individual pupils’ needs and the interventions they access to address barriers to learning.
* Individual support is provided to ensure pupils can benefit from enrichment opportunities, well-being support, and academic interventions to support improved progress and attainment.
* Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
* Transition processes for disadvantaged pupils are carefully planned and implemented. Additional support is provided where required.

**Data-driven** * Teachers regularly track the progress of all pupils against individual objectives and assessment statements and use this information to adapt planning and plan intervention.
* The progress and attainment of disadvantaged pupils is discussed at all pupil progress meetings and at data drops. Actions are identified, implemented and regularly reviewed within each assessment phase.

**Clear, responsive leadership** * Leaders across the school set high aspirations and lead by example. They identify quickly any pupil who is at risk of falling behind and take swift action to address this.
* A Strategy Group, including senior leaders, meet to review the effectiveness of strategies at the end of each assessment phase. The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
* Self-evaluation is rigorous and honest.
* Leaders apply robust quality assurance processes and clear success criteria.

**Deploying staff effectively** * Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
* Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.
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We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.As a school we seek to reflect the emergent needs ofour pupils and we have been please to establish a link and support via the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. This external intervention is a key driving force as we begin to build the foundations across the school and move forward. It is not easy to capture the daily working of a school within a written document, however hopefully the outline below captures the energy and enthusiasm held within Four Swannes to secure the best possible outcomes for our pupils.  |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | To reduce the in-school attainment gap between PPG and non-PPG in reading, writing and maths |
| 2 | Ensure stretch and challenge opportunities for the high ability PPG pupils |
| 3 | Ensure pupils are fully engaged in school life and enrichment opportunities |
| 4 | Ensure parents understand their role in supporting their child’s learning |
| 5 | Ensure that pupils have the resources and support to aid home learning |
| 6 | Develop targeted extended school opportunities for PPG pupils |
| 7 | Increase the range of services available to support the wellbeing of PPG pupils particularly in ‘recovery’ increase the aspirations of pupils for future education and careers paths |
| 8 | Increase the punctuality and attendance of PPG pupils through increased monitoring and engagement with families |

## 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.

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| Intended outcome | Success criteria |
| To develop a broad and engaging curriculum that focuses on language acquisition, driving oral language skills and vocabulary among disadvantaged pupils across our setting. | Triage perspective of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment to highlight success. |
| Improved reading attainment among disadvantaged pupils, following whole school Reading focus and English NTP intervention. | KS2 reading outcomes in 2022 /2023 show that more than X% of disadvantaged pupils met the expected standard. Driving continued progress following NTP access. |
| Improved maths attainment for disadvantaged pupils at the end of KS2, following NTP intervention. | KS2 maths outcomes in 2022 /2023 show that more than X% of disadvantaged pupils met the expected standard. Driving continued progress following NTP access. |
| Broadened access to wider learning, recreational and enrichment opportunities within and beyond the curriculum. | Sustained high levels of wellbeing from 2024/25 demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations
* reduction in point of need / CAMHs / or referrals
* Increased tailored in-house Pastoral support
* key events embedded within the curriculum
* support for EAL pupils at point of need

a significant increase in participation in enrichment activities, particularly among disadvantaged pupils  |
| To monitor attendance of PPG pupils with a holistic approach to view all elements when difficulties arise and complex situations can escalate. | Sustained high attendance from 2024/25 demonstrated by:* To reside within the agreed attendance boundary level set by HCC/ link AIO.

To establish the expectation that all pupils regardless of PPG status should attend school and be on time. |

## 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: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A broad and engaging curriculum that focuses on vocabulary acquisition and oracy.Enabling pupils to articulate key ideas, consolidate understanding and extend vocabulary. Increased engagement of parents in their child’s learningRelevant resources are available to support speech and language | Evidence has shown that oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: | 1,2,73,4,7 |
| A coordinated phased approach to delivering phonics to pupils across EYFS and KS1 | Phonics based interventions have high impact for relatively low cost based on EEF data. Effective phonics techniques are usually embedded in a rich literacy environment. | 1,2 |
| Staff to be supported in identifying and addressing any in-school attainment gap between PPG and non PPG in reading, writing and maths.CPD (including Teaching for Mastery training). | Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other’s progress. | 1,2 |
| Improve the quality of social and emotional (SEL) learning.SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):Outline of SEMH * Emotional Literacy
* Kelly Bear
* Art therapy
* I Can
* Language for Thinking
 | 3,7 |
| Development of Guided Reading activities across the school through a range of new texts. | Improve the reading of all pupils specifically disadvantaged pupils and those pupils whose chronological reading age is below their actual age. To develop pupil’s ability not only to read but to comprehend text and allow them to access materials in other subjects e.g. maths. To improve reading of pupils who are below their chronological reading age using small group guided reading, and one-to-one Better Reading Support Partnership led by TA’s so that reading progress improves by at least 6 months during the programme. | 1,2,5,7 |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| I Can / Language Support programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: | 3,7 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Targeted EYFS and KS 1.  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. | 1,2 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.Additional Booster and intervention session to support. | 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:Such in class strategies that are expected to be provided for pupils are as follows: • 1:1 Phonics • 1:1 Reading • 1:1 Number recognition • Homework Club • Small group support on core subjects • EAL sessions • Handwriting programme • Weekly Spelling sessions • 1:1 Reading; Small group support on core subjects; Weekly Spelling sessions• Weekly English Booster; Weekly Maths Booster  | 1,2,5,6,7 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Attendance/support officer to monitor attendance and support where necessary. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 8,3,4 |
| SATs revision guides Support at home with homework tasks  Helping your child to learn sessions/resources Support at home with homework tasks School uniform and provision of equipment for school. Parental support/engagem ent/aspirations  | Increased attainment and progress of identified pupils in comparison with national measures and internal school measures for all other pupils. The introduction of specific parent workshops / sharing of resources in different areas to help their child’s learning: • Reception class – phonics support • All years - support materials of how methods are taught in school. Parental Workshops / drop in sessions. • Year 2 & Year 6 SATs Parent sessions to inform parents of the expectations of SATs and how they can support their child’s learning and preparation. Pupils feel a sense of belonging with the school as well as being prepared and equipped. | 1,2,4,5 |
| Whole school teaching staff awareness and development of techniques to address individual and general barriers to learning.• Staff CPD • Pupil Passports / profiles | Seating plans and improvement of pupil attainment, progress, attendance and behaviour data as per monitoring cycle Progress from Termly data analysed Pupil voice feedback Staff CPD being linked to evidence in pupil books, in pupil voice, and Progress Check Data so that there is an improved approach to delivering and organising learning for our disadvantaged pupils. Seating plans and teachers/teaching assistants planning support for specific learners Lesson observation feedback, learning walk analysis, book scrutiny information | 1,2 |
| Provide access to trips, music and pastoral experiences designed to complement a broad curriculum. | Pupil voice on experiences and self-esteem questionnaires before and after will demonstrate the positive impact that it has had.To create a sustained link with Hertfordshire Music Service and in school access to instrumental lessons. | 1,2,3,6,7 |
| Lower levels of attendance to school. Attendance Policy enforced with specific attendance clinics dedicated to disadvantaged parents to find solutions.Lower levels of attendance to school. Personal, social, emotional and behavioural issues which are likely to be heightened through the long period of lockdown. Additional Nurture groups and outside services made available | Attendance and Pastoral data reviewed, weekly, half termly, termly and annually demonstrating attendance that is in line with both national and school statistics. Implementing a love of school from joining Four Swannes Nursery / Reception through the provision provided and the learning environment. Staff trained appropriately for engaging learning; resources purchased to enhance the provision for youngest learners so that attendance is in line with both school and national statistics. Diminish the differences between PP pupils and all other pupils. Holistic approach in identifying factors.  | 83,4,7,88 |
| Career discussion group Parental support/engagement/aspirationsFunding towards school visits, trips and residential trips. Limited access to a wide range of life experiences due to limited social mobility. | Increased attainment and progress of identified pupils in comparison with national measures and internal school measures. Pupil voice to measure the impact of such experiences that would not usually be available. Enhancement of the school’s curriculum to explore and experience existing and new learning e.g. trip to RAF museum to further explore world at war or local area study.Swimming lessons included to ensure that every child has the opportunity to learn to swim. Progress measured through yearly assessment. | 3,46,73,63 |
| Nurture Groups: Resilient Classrooms; Cool Connections; Emotional wellbeing; Mindfulness; Socially Speaking; Kelly BearsLow self-esteem Difficulty making friendships Ready Steady Grow Club. (weekly small group) | Pupils learning skills and strategies to control their feelings and to interact better with others. Pupil voice to measure the impact and class teachers to monitor pupils’ use of strategies in the classroom. Play Therapy sessions – using pupil responses to measure progress of each session, when appropriate. Mindfulness and relaxation sessions – pupils will be able to remain calm in the classroom showing resilience showing a reduced number of behaviour incidents in school.Pupils learning strategies and approaches to improve resilience, teamwork and problem solving that will support them in their learning and beyond school life. | 3,6,73,6,73,6,73,6,73,6,73,6,7 |
| Academic and pastorally focused visits to the homes of new starters to meet and engage with parents and pupils ahead of starting schoolEnsuring pupils have a healthy start to the day and are fit and ready to learn. Not having a healthy breakfast in the morning | Pupil Voice & Parent Voice used to discuss hopes, dreams, aspirations and the learning journey. Responses before and after Aspirations Week will be gathered to show the impact on pupils’ thoughts or future careers and education.  | 3,48 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# 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.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous X years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, 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 during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Our 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 disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |

## 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*

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| Programme | Provider |
| N/A |  |
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## Service pupil premium funding (optional)

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

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

# Further information (optional)

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| **Additional activity**The impact of the past 18 months should not be dismissed when drawing together a whole school plan to move forward. As a school we have supported our pupils and their families and are beginning to see signs of normality return. The the range of effective approaches for supporting the participation of all pupils within school is vast and I am pleased to also associate ourselves with the National Tutoring Programme. It has never been clearer that a holistic and person-centred approach will enable young people to think about what is important to their lives now and what will be important for their future. The planning process involves all the people who are significant in the child’s life, indeed their circle of support, such as family, teachers, support staff and social workers to play key roles.We have aligned our interventions to the EEF implementation guidance and have sought to establish best possible outcomes using the resources held within school. The PPG strategy is not a document which has a natural conclusion, it is cyclical and grows and changes to reflect the needs of the pupils is seeks to support, with this in mind the longer rolling view over 3 academic years allows it to embed and become a sustained broad strand of intervention. |

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