

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Four Swannes Primary School
Number of pupils in school	203
Pupil Premium (% of the school)	32.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	23 rd November 2022
Date on which it will be reviewed	Summer 2023
Statement authorised by	Alan Moore
Pupil premium lead	James Watson
Governor / Trustee lead	Jean Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 74,790
Recovery premium funding allocation this academic year	£8,083.75
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	

Part A: Pupil premium strategy plan

Statement of intent

At Four Swannes Primary School we deliver an imaginative and inspiring curriculum with a focus on knowledge and skills to ensure our children understand the diversity of the world around us, their place within it and the skills they need to succeed. We offer a creative, challenging curriculum designed to 'feed the mind and free the imagination' for all pupils.

We want our disadvantaged pupils to make good progress and achieve age related expectations. We recognise that the impact of the pandemic has led to an increase in anxiety, isolation and trauma for some pupils. For the next academic year we will focus on addressing gaps and supporting well being that may have been caused by the school disruption during the pandemic through high quality teaching and focussed, measurable interventions, enriching the wider opportunities for our disadvantaged pupils and supporting pupil well- being.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not be working at an age related level and have gaps, misconceptions possibly caused by gaps in learning.
2	Some pupils have limited early reading skills or do not read frequently.
3	Some pupils are not emotionally ready for learning or struggling with well being needs.
4	In some cases, inconsistent attendance, and punctuality.
5	In some cases, access to resources and wider life experiences.
6	In some cases, a lack of regular routines including home reading, spellings.

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
To ensure classroom teaching is precise and of high quality to meet the needs of disadvantaged pupils so they make at least expected progress and meet or exceed national expectations. Interventions are focused on identified need and outcomes of intervention are measurable.	Pupils will meet or exceed age related national expectations in reading, writing and maths. Disadvantaged pupils make at least expected progress. Support staff will support learning effectively. Governors are able to articulate the impact of the pp funding to address gaps in attainment and progress. Assessment data will show an improvement from national statistics Summer 2019 and internal 2021 data following lockdown.
Phonics teaching is embedded within all lessons in Reception Year 1, and Year 2. To embed and sustain a reading culture across the whole school. Pupils have access to high quality texts within guided reading. Guided reading texts are pitched appropriately. Extend pupil vocabulary	Yr1 pupils passing phonic screen will increase and be in line with national all pupils. PP pupils will read 3x per week. Reading attainment at KS1 and KS2 is at least in line with national
Pupils are emotionally ready to access learning and progress of these pupils is in line with others.	Pupils are emotionally ready to access learning and progress of these pupils is in line with others.
Disadvantaged pupil attendance to improve and be in line with others. All Disadvantaged pupils will meet national expectations for attendance.	All disadvantaged pupils will match or exceed national averages for non disadvantaged pupils. The school will contact parents proactively if attendance slips. EWO support available. Parents will be supported with any anxiety about children returning to school in response to current pandemic/covid situation. Additional meetings to support Attendance targets and EHWPB will be arranged with identified

Pupils are exposed to a range of social, cultural and sporting experiences. School will deliver an engaging, broad and varied curriculum that develops pride and knowledge in the local area.	Pupils attend visits/events they would not normally be exposed to within and outside of the school day. PP participation in clubs/events remains at or increases beyond 80% Disadvantaged pupils are encouraged to participate in sporting competitions by the sports coordinator. Governors are able to articulate the impact of the pp funding to improve wider opportunities for PP pupils. Activity passports will ensure that all pupils have opportunities to try new and varied activities and experiences
Pupils will have opportunities in school to read, practise spellings and consolidate multiplication tables.	Disadvantage pupils' basic skills in reading, spelling and multiplication knowledge will improve and be in line with non disadvantaged pupils.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all pupils – previous year summer term objectives delivered, High quality feedback for all learners Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments Half termly parental engagement through SEN reviews and additional identified disadvantaged pupils.	The Sutton Trust found that ‘the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years worth of learning with very effective teachers.’ Meta analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.: • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils’ needs are accurately assessed and targeted.	1 - Gaps are identified and targeted teaching/interventions are put in place to address needs to improve attainment in Reading, Writing and maths in all year groups.
Enrichment opportunities		

Regular feedback on basic errors in all subjects. Daily activities – spellings/times tables. Weekly GPS lessons. Maths – daily fluency 5 minutes every day. Word of the day activity. Target Pupils heard read at least 2x per week. Talk Boost intervention in place for targeted pupils in KS1 and KS2	EEF – Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading EEF - Oral language interventions consistently show positive impact on learning with slightly larger effects for pupils from disadvantaged backgrounds	2 - Rigorous basic skills approaches in place
Daily phonics teaching and use of phonics throughout other subjects Rec – Year 2. Phonic teaching and interventions in Year 3	EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for	2 - Enhance provision for early reading.

Early Reading champions to complete rigorous and timely monitoring	younger learners (4-7 year olds) as they begin to read.	
Pupils will read at least 3x per week to an adult reading volunteer for ppg pupils	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.(EEF)	Pupils will have opportunities in school to read, practise spellings and consolidate multiplication tables.
Well being prioritised for pupils and staff through: Enrichment activities / days Whole school events and celebrations Community Day / event	EEF - School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. Universal programmes which generally take place in the classroom with the whole class; Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.	3,4,5

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

Budgeted cost: £89, 580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk boost speaking and listening intervention – years 1 and 2 3 x weekly</i> <i>Literacy Gold / Wellcomm / Little Wandal – speaking and listening intervention – reception 3 x weekly</i>	There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.: • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted.	1 - Some pupils may not be working at an age related level and have gaps, misconceptions possibly caused by gaps in learning
School led support - School Led teacher deliver small group lessons and interventions in KS2.	Meta analysis of research by John Hattie breaks down quality teaching into:	1 -Some pupils may not be working at an age related level and have gaps, misconceptions

NTP tutor days per week for KS 2PPG – reading, maths focus Regular multiplication table practice – for Y3, Y4, Y5, Y6 pupils. Appropriate models and scaffolds to support writing and maths. School staff to run after school club intervention for disadvantaged pupils within their year group.	Pupils having clear goals/objectives Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.: • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted.	possibly caused by gaps in learning
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention by EWO and Inclusion mentor when absence is below 95%. – phone calls, texts Attendance rewards/certificates – star award Early Help Assessments	A number of PPG pupils have persistent absence. Addressing any attendance concerns is key to improving progress and attainment. NFER research: www.nfer.ac.uk/publications/PUPP01 www.gov.uk/government/organisations/department-for-education/about/research	4- Disadvantaged pupil attendance to improve and be in line with others.

PP pupils are funded for one extra curricular activity every half term. Identified pupils funded for breakfast club provision/after school hub. Residential visits are partially funded and school visits are funded. Outdoor and adventure learning is funded. Activity passports will ensure that all ppg pupils have opportunities to try new and varied experiences Arts and music activities for enrichment PPG pupils are given opportunity to participate in Active/sports events throughout the year.	EEF – studies of adventure learning interventions consistently show positive benefits on academic learning. EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	5 - Pupils are exposed to a range of social, cultural and sporting experiences
Disadvantaged pupils receive additional support for emotional, health and well being needs through either school pastoral team or external agencies where applicable. PP pupils make at least expected progress. Lego Club / group and 1:1 support 1 to 1 emotional and well being support Circle of friends groups / Kelly Bears Lego therapy groups Governors are able to articulate the impact of the pp funding to address social and emotional needs. Nurture provision and KS2 well	Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. EEF foundation 2018 EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	3 - Pupils are emotionally ready to access learning and progress of these pupils is in line with others.

being interventions		
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Enrichment / Life Skills / Road Safety support / Secondary Transition for a small number of KS2 pupils. (weekly)		
Sports coordinator to ensure all disadvantaged pupils have access to sporting events and extra curricular sporting clubs	EEF – studies of adventure learning interventions consistently show positive benefits on academic learning. EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	5 - Pupils are exposed to a range of social, cultural and sporting experiences
Whole school approach to social and emotional learning and a behaviour policy applied with equity for disadvantaged pupils.	EEF - Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	3,4,5

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 2021 to 2022 academic year.

PPG targeted interventions have been in place throughout the year.

NTP funding has been used to provide targeted interventions in years KS 2 across the course of the year in reading and maths.

School staff have led interventions. There was some covid related impact during the course of the year.

Daily phonics interventions were in place.

57.1% of PPG children in reception achieved GLD.

32% of PPG children were attending a sports club or accessing a sporting intervention or event. 80% of KS2 PPG children had accessed this.

Attendance for PPG children remained at 88.20%

Reading continues to be a whole school focus.

The nurture group was established to help children who needed emotional health and wellbeing support alongside outreach Music intervention group – 60% of the children who access this provision are PPG.

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?	Interventions and boosters
What was the impact of that spending on service pupil premium eligible pupils?	Progress for these pupils was at least expected, despite the interruptions due to the pandemic.