

Swanton Morley V.C. Primary School

Pupil Premium Strategy Statement 2021-22

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	Swanton Morley VC Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	44% (20 PP pupils, 62 Service pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	Spring 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Matt Richards, Headteacher
Pupil premium lead	Matt Richards
Governor / Trustee lead	Alex Madeley, Teacher Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,605
Recovery premium funding allocation this academic year	£1813
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£55,418
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

To ensure that all children eligible for the Pupil Premium Grant make good academic and social progress across the school, irrespective of their background or the challenges they face, including progress for those that are already high attainers.

We recognise that high-quality teaching is a key component to enable schools to improve outcomes for disadvantaged pupils. We therefore offer an education which is challenging, exciting, cross-curricular, investigative and knowledge rich. We will have succeeded if our pupils demonstrate independent learning, readiness for life and are given the chance to achieve the best results possible.

How does your current pupil premium strategy plan work towards achieving those objectives?

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. We use evidence-informed research to make decisions on the best approaches for all our pupils. By identifying key barriers to success for children and seeking to put in place realistic and effective solutions to overcome them our pupil premium strategy works to achieve our ultimate objectives for our disadvantaged pupils as outlined above. These decisions are regularly reviewed to ensure that they remain effective and maximise progress for all disadvantaged pupils.

What are the key principles of your strategy plan?

Recognising that all children are unique individuals and that to best support them we must look academically at individual strengths, difficulties and characteristics and further to be able to offer support for emotional and mental wellbeing where needed.

Ensuring all pupils have access to High Quality Teaching and Learning. The intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In this vein, we will be working with Wensum Literacy Hub, who have been funded by the DfE, to support schools to achieve excellence in teaching reading and early language development.

Providing targeted academic support for pupils who are not making expected progress, and this will be rooted in robust diagnostic assessment eg RWInc: tutoring lowest achieving 20%. Individual staff discussions will also take place through Pupil Progress Meetings.

Addressing non-academic barriers to learning such as attendance, behaviour, mental health and adverse childhood experiences/trauma.

Working with parents to ensure that children have the necessary resources/support for learning and are given opportunities to participate in extra-curricular activities, school trips and

residential visits. This is particularly important with the number of service children that we have in the school where children can be in a 'single-parent' households for long periods of time.

Challenges

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

Challenge number	Detail of challenge
1	The social, emotional and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies and there has also been an increase in school-based referrals as well as pupils receiving small group interventions. This is also exacerbated by high mobility rates at our school because of the number of pupils we have from the Robertson Barracks.
2	Assessments and observations in KS1 (particularly Yr1) suggest disadvantaged pupils generally have greater difficulties with phonics (RWInc) than their peers. This can impede their development as readers and writers.
3	Internal assessments indicate that Maths and English attainment/ progress among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Underdeveloped oral language skills and vocabulary gaps (as well as basic general knowledge). These issues are particularly evident in KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
Improved wellbeing for our disadvantaged pupils in order to help them enjoy school more and be successful/aspirational	Impact of nurture-based interventions show that children are happier and more engaged with school – teacher observations in class, parent feedback, pupil voice interviews. Attendance data is at least in line with the national average for disadvantaged children.
Increase the rate of progress in phonics (RWInc) for disadvantaged children across Early Years and Key Stage One.	Analysis of RWInc achievement data indicates that progress of disadvantaged children is at least in line with their peers in phonics.
Increase the rate of progress in Maths and English for disadvantaged pupils across the school.	Analysis of achievement data indicates that progress of disadvantaged children is at least in line with their peers in Maths and English.

Improved oral language skills and vocabulary among disadvantaged pupils	As a result of good quality support, assessments and observations indicate significantly improved oral language among disadvantaged pupils. Eg engagement in lessons, book scrutiny and ongoing formative assessment.
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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: **£5678**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Dimensions Curriculum to ensure an exciting and investigative curriculum which is both cross curricular and rooted in our local context.	Schools (including local schools) which use this approach are seeing a marked impact: “Their successes are clear to see with improved SATs results and glowing Ofsted reports. Even more importantly schools are telling us how behaviour has improved, poor attendance is no longer an issue and pupils are developing a genuine love of learning”. From Chapter 2 of ‘The Story of Dimensions Primary Curriculum Innovation’.	1,2,3,4
VNET Education CIC membership including CPD courses Curriculum Leader networks and Associations	https://epi.org.uk/publications-and-research/the-cost-of-high-quality-professional-developmentfor-teachers/ Extensive research has shown that improved quality of teaching is most effective in supporting all children but will disproportionately benefit those with less support or access to educational resources at home.	2,3
Enhancement of our Maths teaching and curriculum (in line with the DfE and EEF guidance) through the implementation of White Rose Maths across the school.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

We fund Maths leader release time to embed key elements of White Rose guidance in school and to access VNET resources and CPD.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Step On Service Tutor Training provided for a member of staff in order to build capacity for in-house expertise to deliver the core Norfolk Steps programme to all our staff.	Recommended by the Norfolk Steps Team to support early intervention and manage challenging behaviour consistently across the school. “Our specialist team has extensive SEN and inclusion experience and an established reputation for providing inspirational training and knowledgeable, supportive consultancy” NCC Inclusion & SEND	1,4

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

Budgeted cost: **£38,454**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group daily support in English and Maths in classes across the school	Investment in TA provision enables targeted support to address identified gaps in learning for disadvantaged children EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year)	3
Catch-Up Reading & Maths training /interventions	EEF Small group tuition (+4 months progress, on average, over the course of a year)	2,3
WellComm Speech and Language Toolkit – 1:1 screening and intervention	EEF Oral Language Intervention (+6 months progress, on average, over the course of a year). Approaches that focus on speaking, listening and the combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4
Daily phonics sessions for <u>all</u> KS1 children using RWInc.	Phonics approaches have a strong evidence base indicating a positive impact	2,4

<p>Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>This will be delivered in collaboration with the Wensum Literacy Hub.</p>	<p>on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Drawing & Talking Intervention provided for pupils on a 1:1 basis</p>	<p>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):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: **£3107**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Literacy Support Assistant (ELSA) training utilised to support pupils appropriately.</p>	<p>EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)</p>	<p>1</p> <p><u>Please Note:</u> <i>ELSA training & support is paid for by the Covid Catch-Up Funding 2021/22</i></p>
<p>Time4You practitioner employed to work with individual children.</p>	<p>EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)</p>	<p>1</p> <p><u>Please Note:</u> <i>Time4You support is paid for by the Covid Catch-Up Funding 2021/22</i></p>
<p>Parent Support Advisor (PSA) employed to work directly with</p>	<p>EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)</p>	<p>1</p> <p><u>Please Note:</u> <i>PSA support is paid for by the Covid</i></p>

disadvantaged families		<i>Catch-Up Funding 2021/22</i>
Whole staff training on the 'Step On' behaviour management approach with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,4
Play Leader training and support for Yr6 children	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	1,4

Total budgeted cost: £47,239 (with **£8179** still to be allocated in the summer term 2022)

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 2020/2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than targeted for in key areas of the curriculum. The pandemic has inevitably had an impact on delivery of the curriculum and the outcomes we aimed to achieve in our 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 high quality curriculum, including during periods of partial closure, which was aided by use of online resources (teachers' own lessons, & videos together with some provided by Oak National Academy as well as use of the Class Dojo platform). School staff maintained close contact with families during partial school closure, delivered resources to their homes and invited in additional children where they were deemed as vulnerable.

Observations and internal assessments indicate 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 continue to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in the plan above for 2021-22.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils were specifically supported by designated members of support staff (as well as continuing to be supported by the whole school community as they have always been) ensuring successful transitions into the school and enabling us to monitor/support the emotional well-being and educational progress of these pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments show progress in subject areas where extra TA support was provided.