

# Swanton Morley V.C. Primary School

## Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium funding (including recovery premium funding) for the 2022 to 2023 academic year 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  | 184                                      |
| Proportion (%) of pupil premium eligible pupils   | 45%<br>(24 PP pupils, 59 Service pupils) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/23                                  |
| Date this statement was published   | Autumn 2022                              |
| Date on which it will be reviewed   | July 2023                                |
| Statement authorised by   | Matt Richards,<br>Headteacher            |
| Pupil premium lead  | Matt Richards                            |
| Governor / Trustee lead   | Alex Madeley,<br>Teacher Governor        |

### Funding overview

| Detail  | Amount         |
|---|----------------|
| Pupil premium funding allocation this academic year   | £54,440        |
| Recovery premium funding allocation this academic year  | £3,335         |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                     | £0             |
| <b>Total budget for this academic year</b>  | <b>£57,775</b> |
| 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 continue to work 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 significant absence (including the absence of staff who deliver interventions) 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)/reading than their peers. This can impede their development as readers and writers.   |
| 3                | Internal assessments indicate that Maths and English attainment/ progress among some 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 to help them to be resilient and more 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  |

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|   | 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 e.g. engagement in lessons, book scrutiny and ongoing formative assessment. |

## 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: **£11,550**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ongoing investment in The Dimensions (Learning Means the World) 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:<br>“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”.<br>From Chapter 2 of ‘The Story of Dimensions Primary Curriculum Innovation’.<br><i>SMPS 2021/22 Evidence: Book Looks, Pupil Voice, Learning Walks all show that children are really engaging with the new curriculum</i> | 1,2,3,4                       |
| VNET Education CIC membership including CPD courses<br><br>Curriculum Leader networks and Associations  | <a href="https://epi.org.uk/publications-and-research/the-cost-of-high-quality-professional-developmentfor-teachers/">https://epi.org.uk/publications-and-research/the-cost-of-high-quality-professional-developmentfor-teachers/</a><br>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   | The DfE non-statutory guidance has been produced in conjunction with the  | 3                             |

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| <p>curriculum (in line with the DfE and EEF guidance) through the implementation of White Rose Maths across the school.</p> <p>We fund Maths leader release time to embed key elements of White Rose guidance in school and to access VNET resources and CPD.</p>   | <p>National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/> <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:<br/> <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>                          |     |
| <p>Enhancement of our English teaching and curriculum (in line with the VNET English Hub recommendations) through the implementation of The Jane Considine (JC) approach across the school.</p> <p>We fund English leader release time to embed key elements of the JC approach in school and to access VNET resources and CPD.</p> | <p>Evidence based and research informed training enables a clear structure for success that is used by schools across the country</p> <p>In-depth, accessible and comprehensive online CPD for staff</p> <p>Over 170 highly detailed unit plans available to download which provide coverage, continuity, and progression across the school</p>                  | 3   |
| <p>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.</p>  | <p>Recommended by the Norfolk Steps Team to support early intervention and manage challenging behaviour consistently across the school.</p> <p>“Our specialist team has extensive SEN and inclusion experience and an established reputation for providing inspirational training and knowledgeable, supportive consultancy”</p> <p>NCC Inclusion &amp; SEND</p> | 1,4 |

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

Budgeted cost: **£42,905**

| 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<br><br>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                           |
| IDL English and Maths Intervention  | 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).<br>Approaches that focus on speaking, listening and the combination of the two show positive impacts on attainment:<br><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>   | 4                             |
| Daily phonics sessions for <u>all</u> KS1 children using RWInc.<br><br>Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.<br><br>This will be delivered in collaboration with the Wensum Literacy Hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.<br><br>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2,4                           |
| Drawing & Talking Intervention provided for pupils on a 1:1 basis   | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,   | 1                             |

|  |   |  |
|--|---|--|
|  | attitudes, behaviour and relationships with peers):<br><br>EEF_Social_and_Emotional_Learning.pdf<br>(educationendowmentfoundation.org.uk) |  |
|--|---|--|

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

Budgeted cost: **£3320**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Implementing the PATHS Programme in every class across the school. This supports pupils to develop social and emotional skills                                   | This programme is used in over 130 Norfolk Primary schools supporting more than 24,000 pupils.<br><br>Quotes from norfolk.gov website -<br>"Within 10 months of delivering PATHS schools experienced:<br>→23.3% - 30.9% improvement in social and emotional competence<br>→17.3%-20% improvement in pro-social skills<br>→15% improvement in concentration and attention" | 1, 4                          |
| Whole staff follow-up 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:<br><br><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 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: £57,775**

## 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 2021/2022 academic year.

Our internal and external assessments during 2021/22 suggested that the performance of disadvantaged pupils was still lower than targeted for in key areas of the curriculum. Absence during this academic year inevitably had an impact on delivery of the curriculum and the outcomes we aimed to achieve in our strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes' points primarily to the impact of Covid-19 absence which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, pupil/staff absence was most detrimental to our disadvantaged pupils as 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 introduce a new high quality, fully engaging curriculum.

Observations and internal assessments did indicate that pupil behaviour, wellbeing and mental health began to improve last year with disadvantaged children benefitting from spending more time in school overall. We used pupil premium funding to continue to provide wellbeing support and targeted interventions where required. We are building on this approach with the activities detailed in the plan above for 2022/23 e.g. PATHS Programme

### 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.  |