

Pupil Premium strategy statement – Swaythling Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	37
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2023 - July 2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Katie Cope
Pupil premium lead	Jo Shawyer
Governor / Trustee lead	Katie Cope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,788
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,788

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children.

We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or are 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.

We want all our pupils to strive to meet our THINK Values of:

- Teamwork
- Honesty
- Innovation
- Never Give Up
- Kindness

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	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 and writers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress. In addition, a lack of enrichment opportunities during school closure negatively impacted their mental health.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils resulting in fewer SALSA referrals in KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading and writing attainment among disadvantaged pupils.	Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. KS2 reading and writing outcomes in 2024/25 (current Year 5) show that disadvantaged pupils will have made accelerated progress from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 (current Year 5) show that disadvantaged pupils will have made accelerated progress from their starting points.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents for these pupils • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced to 2% or less.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Forest School provision in place for all year groups.</i></p> <p><i>Member of staff to complete Forest School training and qualification.</i></p>	<p>https://outdoorplayandlearning.org.uk/wpcontent/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</p> <ul style="list-style-type: none"> • Health and wellbeing benefits: – physical activity, greater energy, disease prevention; – stress reduction, pleasure; – social connectedness and a sense of belonging, friendships; – emotion regulation, healthy stress response systems; – reduction in onset of myopia, increased Vitamin D levels, healthy development of vestibular and proprioception systems. • Cognitive and academic benefits: – increased attention on return to classroom, especially for children with ADHD; – better classroom and on-task behaviour; – more concentration, less fidgeting. • Social and emotional benefits: – better negotiation and problem-solving skills; – learning how to deal with conflicts, falling out and teasing; – learning how 	1, 4, 5

	<p>to compromise; – dealing with fear and risk; – building friendships.</p> <ul style="list-style-type: none"> • Physical benefits: – playtimes can contribute up to 40% of recommended daily moderate to vigorous physical activity (MVPA) for boys and 30% for girls; – children are often more active at playtimes than in PE lessons and structured activities; – children engage in a wider range of often unpredictable and non-routine movements, developing balance. 	
<p><i>Staff CPD on high quality feedback and metacognition. Staff release and training costs.</i></p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognitionand-selfregulation</p> <p>Rosenshine’s Principles In Action. Tom Sherrington</p> <p>Cognitive Load Theory explored through modelling in the practical classroom. 2019</p> <p>Metacognition, self-regulation and self-regulated learning: What’s the difference? James Mannion. Impact Issue 8 Spring 2020</p> <p>Cognitive Load Theory explored through modelling in the practical classroom. Journal of the chartered college of teaching. Josie Morgan Impact September 2019</p> <p>Identifying instruction moves during guided Learning Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95</p> <p>How I wish I’d taught Maths. Craig Barton (2018)</p>	1, 2, 4
<p><i>Non teaching SENCo to co-ordinate and monitor impact of interventions, support and advise staff.</i></p>	<p>Whilst the attainment and achievement of PP pupils is a collective responsibility, having a non-teaching SENCo with responsibility for PP, will support further those pupils who are SEND and PP, and will help support strategic decisions which can impact positively upon SEND pupils who are also PP. The role of the SENCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.</p>	4, 5
<p><i>FISO role (job share FTE) established with clear roles in supporting disadvantaged families.</i></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</p>	1, 2, 5

	performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	
<i>Purchase of standardised diagnostic assessments</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i> <i>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD.</i>	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in training and employing high quality TAs to deliver: <ul style="list-style-type: none"> ● Makaton ● Precision teaching ● Sensory Circuits ● Speech and Language programmes ● Zones of Regulation 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The Education Endowment Foundation (EEF) shows that oral language interventions have a 'positive impact' on learning at a very low cost. Closing the Attainment Gap report highlighted the importance of the Early Years and closing the gap before children start school. EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Early literacy approaches have been consistently found to have a positive effect	1, 2, 3, 4, 5

	<p>on early learning outcomes, with the most effective approaches improving learning by as much as six months.</p> <p>http://www.educationalneuroscience.org.uk/category/research/ The Communication Trust and OU Research shows that use of Makaton can develop and encourage speech.</p>	
<p>Investment in training and employing high quality TAs to deliver:</p> <ul style="list-style-type: none"> ● Makaton ● Sensory Circuits ● Precision Teaching ● Speech and Language programmes 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>The Education Endowment Foundation (EEF) shows that oral language interventions have a 'positive impact' on learning at a very low cost. Closing the Attainment Gap report highlighted the importance of the Early Years and closing the gap before children start school.</p> <p>EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.</p> <p>http://www.educationalneuroscience.org.uk/category/research/ The Communication Trust and OU Research shows that use of Makaton can develop and encourage speech.</p>	1, 2, 3, 4, 5
<i>Additional teacher in Y5 - Y6</i>	EEF +4 and +5 progress	3, 4
<i>A blend of school led tutoring and mentoring. A significant proportion of the pupils receiving this will be PP.</i>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £13,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour in Schools guidance July 2022.pdf</p>	5
<p>Real-life, hands on and practical experiences to inspire and motivate learners to engage with the curriculum</p>	<p>It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work.</p>	2, 4, 5
<p>Disadvantaged children to have funded trips and visit places, including residential trips.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development.</p>	<p>https://learningoutsidetheclassroomblog.org/2018/05/08/disadvantaged-children-are-missing-out-on life-changing-residential-experiences/</p> <p>EEF -Improving School behaviour Guidance Report Improving Behaviour in Schools: Evidence Review Published: December 2019 Authors: Darren Moore¹, Simon BenhamClarke², Ralph Kenchington², Chris Boyle¹ Tamsin Ford², Rachel Hayes² and Morwenna Rogers², Jacqueline Minton² ¹ Graduate School of Education, University of Exeter ² University of Exeter Medical School</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance officer to monitor and challenge attendance of PP children.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4, 5

Total budgeted cost: £113,788

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

The attendance gap between Pupil Premium and non-Pupil Premium was 1.11% in 2022-2023. Nationally this was 5% and in the Southampton Local Authority 5.7%.

Pupil premium attendance is good with absence rates far lower than the Local Authority and nationally. We strive to close the gap further to ensure all of our pupils access learning every day.

EYFS / KS1 attainment:

Our disadvantaged pupils equalled non-disadvantaged pupils for the Phonics screener, and were in line with at EYFS. Despite the national picture, our disadvantaged pupils do not seem to have fallen further behind than peers.

KS2 attainment:

KS2 2023	Reading		Writing		Maths		RWM	
%	S	Nat	S	Nat	S	Nat	S	Nat
Disadvantaged	43.8	60.2	37.5	58.1	50	58.7	31.3	43.9
Non-Disadvantaged	92.9	77.8	14.3	77	92.9	78.7	78.6	65.9
In school gap	-49.1		-23.2		-42.9		-47.3	
National gap	-17.6		-18.9		-20		-22	

MTC Y4	Achieved 21-25		Average Score	
%	Swaythling	National	Swaythling	National
Disadvantaged	9.9	46.5	16.1	18.4
Non-disadvantaged	39.9	66.0	20.95	21.0
In school gap	-30		-4.85	
National gap	-19.5		-2.6	

KS1	Reading		Writing		Maths		RWM	
%	S	Nat	S	Nat	S	Nat	S	Nat
Disadvantaged	70	54	0	45	40	56	0	40
Non-disadvantaged	70	73	60	65	80	75	15	61
In school gap	0		-60		-40		-15	
National gap	-21		-20		-19		-21	


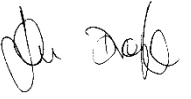
EYFS - Good level of Development		
%	Swaythling	National
Disadvantaged	37.5	52.1
Non-disadvantaged	59.1	69.9
In school gap	-21.6	
National gap	-17.8	

Data from tests and assessments suggests that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils is lower than we would like. However, we are seeing some impact of our strategy and disadvantaged children are making progress from their very low starting points.

We recognise that outcomes are still not strong enough and gaps remain across the board. There have been other positive outcomes to note including:

- Pupil attitudes. The majority of pupils engage well with their learning and want to learn.
- Teachers are addressing the vocabulary deficit through clear explanations of vocabulary, daily vocabulary enrichment, and identifying tiered vocabulary to be taught at the planning stage.
- External visitors consistently identify that pupils display positive behaviour and attitudes to learning.
- Pupils feel safe and looked after.

- After school clubs are well attended and include a high proportion of PP children.
- PP attendance is very good.

Ratified by Governors: 21/5/24	
Signed by Chair of Governors	
	Mrs K Cope
Signed by Headteacher	
	Mr J Draper