

Swell Pupil Premium Strategy Statement 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Swell C of E Primary
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021-Sept 2024
Date this statement was published	October 23
Date on which it will be reviewed	October 24
Statement authorised by	Jackie Buckland
Pupil premium lead	Alison Rawlings
Governor / Trustee lead	LAC member tbc Martin Nicholas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,275
Recovery premium funding allocation this academic year	£2,000
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	£9,275

Pupil premium strategy plan

Our intent is that each pupil, irrespective of their background or challenges will make good progress and achieve.

We holistically support vulnerable pupils who may have a social worker or young carer's role. Our approach documented on this strategy applies to these children regardless of whether they receive pupil premium funding.

High quality teaching is at the heart of our approach. Our curriculum has been developed with the needs of our vulnerable learners at the heart of it. Reading is the gateway to learning and this continues to be central to our curriculum at each stage. We have a high focus on vocabulary and the explicit teaching of this across all subjects. Our children benefit from rich experiences, we make full use of our beautiful local area. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We think about each pupil and use diagnostic assessments to identify barriers to learning. We monitor this progress carefully and use the assessments to inform the teaching approaches that are used to close the identified gaps. As well as academic needs we consider the health and well-being of each child. This is gathered through the use of pupil and parental surveys.

Our strategy is also part of, and integral, to our wider school development plan and catch-up recovery plan. For those children who have been worst affected we have small group and individual catch up support in place.

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties spellings than their peers. This negatively impacts their development as writers.
2	Low cohort numbers is a challenge and an individual approach used for the disadvantaged children
3	2022-2023 showed our pupil premium scores in phonics were below non-pupil premium children- as any data within our small numbers this is viewed with caution.

4	<p>Pupil premium attendance in 2020-2021 was 95.7% compared to whole school attendance of 97.7%</p> <p>Persistent low attendance in 2021-2022 was absence from school due to behavioural needs and SEMH needs. ADD DATA</p> <p>Pupil premium attendance in 2022-2023 was 93.9% compared to whole attendance of 94.65%</p>
5	<p>Number of pupil premium children high in one-year group 4/8 children 50%.</p>

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 spelling for the disadvantaged children	<p>Statutory assessments and teacher assessments showed in summer 2023 that the spelling results were low.</p> <ul style="list-style-type: none"> Higher spelling scores in all year groups in formative assessments
Improved phonics for the disadvantaged children	<p>Statutory assessments in summer 2023 showed that the disadvantaged children didn't do as well as their peers in their phonics screening check.</p> <ul style="list-style-type: none"> Higher pass rate of the phonics screening check Pupil premium children to achieve inline with their peers.
Improved level of greater depth for our disadvantaged pupils	<ul style="list-style-type: none"> Use of pupil progress meetings to target specific children Use of class profile to monitor assessment data Teacher knowledge to extend and challenge children to reach their full potential
To achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> 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.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
Improved cultural experiences for all children, particularly our disadvantaged children	<ul style="list-style-type: none"> An increase in experiences for all children Visits to be diverse A range of visitors to schools to complement trips

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the rising stars spelling program	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 5
Whole staff training on metacognition		1, 3, 5
Extend the use of ELS to year 2 to teach phase 6		1, 3, 5
Staff training on formative assessment		5

and greater depth in particular		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture hub to be established for those children with complex SEMH needs that cannot be met within a classroom environment	https://www.nurtureuk.org/research-evidence/ Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Use of ELS to enhance phonics interventions		2, 3
Training of TA's to deliver phonics interventions		2, 3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school restorative practice training. Further	A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a	4

leadership 18 month CPD course	survey of schools showing 97% rated restorative approaches as effective.	
Individualised approach for families with persistent attendance. Pastoral leader, Parent support advisor	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	2, 4, 5
Play therapy support for one to one counselling	Therapeutic support allows for children's emotional needs to be met and allow them to be able to access learning	2, 4, 5
Planned additional cultural capital experiences for disadvantaged children	The EEF writes that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=	2, 5

Total budgeted cost: £ 3000

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.

PP vs whole school attendance

Pupil premium children attendance for 2022-2023 was 94.3% for the year compared with non pupil premium children 95.4% attendance for the year.

PSC, year 2, year 6 outcomes

PSC

Pupil premium children didn't do as well as non pupil premium children

Year 2

Pupil premium performed as well as their peers in writing, below their peers in reading and above their peers in math.

Year 4

Pupil premium performed above their peers in the multiplication test

Year 6

Pupil premium children performed as well as their peers in reading, writing, maths and GPS

Impact of attending nurture?

2 pupil premium children attended nurture from September 2022, the sessions had a positive impact on both children. IMPACT-

1 pupil child received play therapy in the year 2022-2023 with the sessions finishing after 12 weeks

Externally provided programmes

Programme	Provider
ELS	ELS

STEM computer support	STEM
Restorative practice	Gloucestershire Local Authority
Metacognition training	Cotswold School Faye Hemming

Service pupil premium funding (optional)

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?	Nurture provision Reading support
What was the impact of that spending on service pupil premium eligible pupils?	Improved relationships with family Improved attendance Support for SEMH needs Increased attainment in reading

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.