

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	Swalwell Primary School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	51.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rachel Hocking Headteacher
Pupil premium lead	Karen McCall Assistant Headteacher
Governor / Trustee lead	Lucy Gray, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110450
Recovery premium funding allocation this academic year	£5043 (includes COVID recovery grant Apr / May 23)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Deficit of £1051
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	£158484 * not counted in this amount

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Swalwell Primary, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching, smaller class sizes and increased opportunities for reinforcement of learning is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their needs.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Swalwell Primary.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Our Priorities for 2023-24

- *Attendance - reducing gap between PP and non PP. Reducing PA rates of PP pupils*
- *SPAG – closing the gap between PP and non PP for maths across school*
- *Supporting well-being of PP pupils and support for parents in accessing relevant support services*
- *EAL- supporting pupils and families of EAL pupils in accessing relevant support services*
- *Maintain higher staffing ratios*
- *Language/vocabulary acquisition across school especially in EYFS – Total communication approach*

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 that outcomes and progress of the pupils are significantly affected by home life.
2	Teacher referrals for support have markedly increased during the pandemic. Internal and external data shows increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This leads to limited life experiences and fewer opportunities to participate in enrichment activities.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.3 - 1% higher than for non-disadvantaged pupils. Disadvantaged pupils are more likely to be persistently absent than non-disadvantaged pupils. Over the last 3 years, disadvantaged pupils have accounted for 54.05 - 70.27% of persistent absentees. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Through observations and conversations with staff, parents and pupils, we find that sustained parental engagement can be challenging.

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
Pupils make at least expected progress in reading, writing and maths.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. A reduction in the attainment gap between disadvantaged pupils and their peers.

<p>Increase overlearning and reinforcement in reading and maths at home and school.</p>	<p>Increase in reading ages and maths for PP pupils KS2 (Key Stage 2) reading outcomes in 2024/25 show that are in line with national average. KS2 maths outcomes in 2024/25 show that in line with national average.</p>
<p>PP attendance increases.</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP persistent absentees narrows. Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>The percentage of all pupils who are persistently absent reducing and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>
<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Social skills, independence, perseverance, and teamwork are developed. Sustained high levels of enrichment activities from 2024/25 demonstrated by qualitative data from pupil voice, student and parent surveys and planning A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>Greater links between home and school</p>	<p>Positive home school communication</p> <p>Sustained high levels of engagement from 2024/25 demonstrated by qualitative data from parent surveys and quantitative data from engagement with online programs/tools. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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)

21/22 : Budgeted cost: £ 12,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCo and the PP champion will work together to identify any support staff who would benefit from further CPD e.g., in speech and language or for EAL (English as an Additional Language) pupils</p>	<ul style="list-style-type: none"> • Staff who feel skilled and confident leading an intervention will see better progress from the children. • SENCo and PP Champion monitor and evaluate the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured. 	<p>1, 2</p>
<p>All teachers and TAs receive regular CPD from Local Authority, subject hubs and subject leads.</p>	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – quality first teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. • Specialists modelling and working alongside staff has greater impact on student progress from staff surveys. 	<p>1, 2</p>
<p>Mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<ul style="list-style-type: none"> • 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: and small groups 	<p>1</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>TA CPD is ongoing for Maths and English by leads</p> <p>Maths and English are high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – quality first teaching is the top priority, including CPD. • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers deliver targeted support. 	<p>1, 2</p>
<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> • Nessy • Reading plus • Conquer Maths • Maths Shed • Spelling Shed • Tapestry • Marvellous Me 	<ul style="list-style-type: none"> • EEF toolkit – parental engagement, reading comprehension strategies, intelligent tutoring systems • EEF guidance – working with parents to support children’s learning – targeted support to establish routines and good homework habits • EEF guide to pupil premium – targeted academic support • EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. 	<p>1, 2, 5</p>
<p>Teachers, HLTA and TAs deliver interventions to pupils identified as in need.</p> <p>Smaller than average classes</p> <p>Social skills</p>	<ul style="list-style-type: none"> • EEF toolkit – oral language interventions consistently show positive impact on learning. • High quality small group interventions • Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. • Specialists lead CPD sessions and clinics with individual pupils and staff. • Proven interventions are used, with evidence supporting the 	<p>1, 2,</p>

Talk Boost programme in EYFS (Early Years Foundation Stage)	<p>development in social skills, speech and language, behaviour, and mental health.</p> <ul style="list-style-type: none"> • EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. 	
1:1 pupil progress meetings with teachers and the headteacher and the phase leaders	<ul style="list-style-type: none"> • Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. • A collected responsibility for PP children’s progress in order to make accelerated progress. • Staff will know who PP pupils are, their barriers to learning and any strategies needed to meet their educational and emotional needs. 	1, 2

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

21/22: Budgeted cost: £ 16,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FSW contacts all new families, finds out needs and circumstances and offers support. Register of families and level of support required. PP families receive a regular call from FSW and offers of support. Home visits Signposting for support Attends TAF, CIN, CP meetings</p>	<ul style="list-style-type: none"> • Parent surveys - consulting with parents to gain views • Early identification of families requiring support • Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. • Liaises with RISE team, who work with young people in schools to help support their emotional and mental well-being. • Supports Young Carers 	1, 4, 5

	<ul style="list-style-type: none"> • EEF toolkit– Parental engagement • EEF guidance – working with parents to support children’s learning – targeted support, group-based parent initiatives and workshops • School-led tuition – impact on Young Carers 	
<p>Admin team telephone families at 9am if pupil not in school FSW will liaise with family if required. FSW/SLT/Governors work closely with attendance officer, pupils below 96% are identified and protocols followed.</p>	<ul style="list-style-type: none"> • Attendance data • Data shows pupils with highest attendance make the most progress. • Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. • Consistent, robust monitoring system • EEF guidance – working with parents to support children’s learning - well-designed, robust communications, celebrate success and improvement in attendance 	1, 4, 5
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Essential experiences built into curriculum</p> <p>Extra-curricular activities/clubs</p> <p>Reduction in cost of trips</p> <p>Residential trip cost is greatly reduced</p> <p>Sports events - PP are encouraged to attend</p> <p>Outdoor learning encouraged</p>	<ul style="list-style-type: none"> • Learning is contextualised in concrete experiences and language rich environments. • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • Pupil surveys reflect greater enjoyment and engagement in school. • Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. • EEF – sports participation increases educational engagement and attainment. 	1, 2, 3, 4, 5

	<ul style="list-style-type: none"> • EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence. • PP children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms 	
<p>Continue to work with Gateshead Community Hub, Citizens Advice and Feeding Families charity</p>	<ul style="list-style-type: none"> • Link to other services • Children who are hungry are not in the right place to learn. • Many of our PP families require support and the food boxes • EEF guidance – working with parents to support children’s learning – targeted support, group-based parent initiatives and workshops • 	<p>1, 2, 4, 5</p>

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 2022 to 2023 academic year.

Our Priorities for 2022-23

- *Attendance - reducing gap between PP and non PP. Reducing PA rates of PP pupils*
- *Maths – closing the gap between PP and non PP for maths across school*
- *Supporting well-being of PP pupils and support for parents in accessing relevant support services*
- *Smaller classes*
- *Language/vocabulary acquisition across school especially in EYFS*

2022 – 23

Attainment

Impact: Monitoring has taken place in the form of books looks, pupil voice, lesson observations and informal learning walks. This has been conducted by SLT, subject leaders, governors and a mixture of all stakeholders. Informal conversations with pupils show the curriculum and our approaches are supporting learners to know more and remember more, they are confident in talking with visitors about their lessons. Books were strong across all year groups and subjects.

Maths monitoring has shown that we have needed to increase the amount of fluency within lessons to support pupils before moving onto reasoning and problem solving. Pupil voice has shown that children are becoming increasingly more confident in explaining and talking about their learning relating to content.

Writing monitoring has shown a good level of writing however children are primarily being held back by spellings and sentence construction, which feature within all lessons. Spelling and handwriting are to be priorities for 2023/24.

Reading monitoring shows phonics is well embedded and within KS2 whole class reading comprehension was evident and PEE chain paragraphs are embedded.

Analysis of assessment data for the end of the academic year 2022/23, shows:

By the end of EYFS, 67% of PP learners reached GLD.

58% of PP pupils passed the Y1 Phonics screen.

60% of PP pupils achieved ARE in reading, writing and maths at the end of KS1.

67% of PP pupils achieved ARE in reading and maths, with 60% achieving ARE in SPAG and writing at the end of KS2.

Although gaps still remain between the attainment of PP pupils in the earlier stages of school, due to the targeted interventions and quality first teaching, some PP pupils are achieving in line with or better than their peers.

We will continue with many aspects of our strategy this academic year.

Attendance

Over the last few years, the pandemic has impacted significantly on attendance across the country. Spring term last year, particularly impacted PP children although it was the highest attendance for the whole school.

PP attendance continues to be a priority for SLT, we restarted the walking bus to target particular pupils with low attendance or lateness from mid-November.

Small numbers on role directly impact the attendance figures with each child being worth 0.88%, therefore 1 child absent from each class immediately puts attendance at 93.8%, whereas a school with 30 pupils per class with 1 child absent will have an attendance of 96.6%.

Although overall attendance in 2022/23 was higher than in the preceding year at 91.9%, it was lower than the national average (93.8%). Absence among disadvantaged pupils was 1.2% lower than their peers at 90.7% higher than the national average of 88.6%. Persistent absence for disadvantaged children is 29.25%, lower than the national average of 37.9%. The persistent absence rate and attendance data is why attendance is a focus of our current plan.

Wider strategies

The school is at the heart of a community with significant social disadvantage. The school has a funded Breakfast Club, which is cost free and open to all pupils, this facility is vital as it enables pupils to have a good start to their learning each day and impacts positively on punctuality.

From September 2023, school will offer wrap around care through and external provider.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over recent years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required via the Family Support Worker, RISE and other providers.

Our Family Support worker has secured strong links with the community; held numerous TAF meetings to support financial situations with families; worked closely

with Citizens Advice; organised family learning programmes; arranged Feeding Families food boxes; created a preloved uniform station; written CYPs referrals; identified and registered Young Carers throughout school; leads on community events; and undertaken advocacy work for some families.

Our pupils have returned to fully engaging in a wide range of trips and experiences, including a Y6 residential, visits to local museums and landmarks and visitors into school; all have been paid for or subsidised by PP funding.

Further information

We have high-staffing ratio to support the pupils.

Building upon the successes of last year and the positive impact that it has had we have kept Nursery and Reception as two classes.

Y3/4 are taught as a mixed age class as there are only 12 pupils in Year 4.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.